







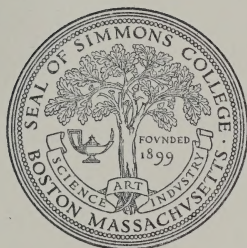






# SIMMONS COLLEGE

*Catalogue Issue for*  
1960-1961



PART I: Catalogue Number  
Volume LIII, Number 5

PART II: Register of Officers and Students







## SIMMONS COLLEGE BULLETIN

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VOLUME LIII      APRIL 1, 1960      NUMBER 5

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for 1960-1961 Sessions*

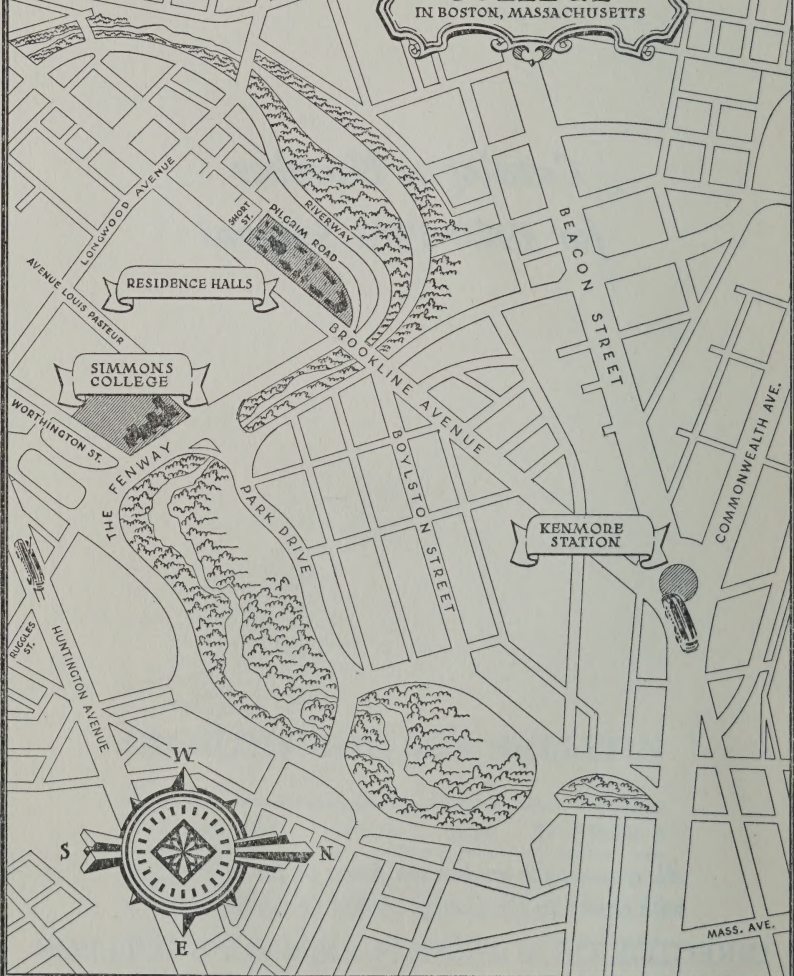
*All requests for application forms or for information  
with regard to the College should be addressed to the*

DIRECTOR OF ADMISSION • SIMMONS COLLEGE  
THE FENWAY • BOSTON 15 • MASSACHUSETTS



# SIMMONS COLLEGE

IN BOSTON, MASSACHUSETTS





# Directory

## MAIN COLLEGE BUILDING

The Fenway, Boston 15

Administration; College Policy

Instruction

Residence; Scholarships; Student Welfare

Admission

Courses; Publications

Fees; Building Equipment

Placement of Graduates, Student Employment

Office of Resources

Alumnae Association

Longwood 6-7400

President

Dean of Instruction

Dean

Director of Admission

Registrar

Comptroller

Director of Placement

Director of the Office

Alumnae Secretary

## SCHOOL OF SOCIAL WORK

51 Commonwealth Avenue, Boston 16

Commonwealth 6-0738

## PRINCE SCHOOL OF RETAILING

49 Commonwealth Avenue, Boston 16

Commonwealth 6-4180

## RESIDENCE HALLS

Director of Students

255 Brookline Avenue, Boston 15

Manager of Residence

321 Brookline Avenue, Boston 15

Infirmary

94 Pilgrim Road, Boston 15

ASpinwall 7-5494

ASpinwall 7-4432

Longwood 6-5024

*For individual halls and houses, see Register of Officers and Students  
or Boston Telephone Directory*

# Contents

	PAGE
CALENDAR . . . . .	9
THE CORPORATION . . . . .	10
THE ASSOCIATES . . . . .	11
THE ADVISORY COMMITTEES . . . . .	12
OFFICERS OF INSTRUCTION . . . . .	13
OFFICERS OF ADMINISTRATION . . . . .	28
FOUNDATION . . . . .	31
THE PLAN OF EDUCATION . . . . .	31
GUIDANCE . . . . .	32
PLACEMENT . . . . .	32
CONDITIONS OF ADMISSION . . . . .	33
ADMISSION TO THE FIRST-YEAR CLASS . . . . .	33
ADMISSION TO ADVANCED STANDING . . . . .	35
ADMISSION TO THE GRADUATE DIVISION . . . . .	37
ADMISSION OF VETERANS . . . . .	37
SUMMER COURSES . . . . .	37
PROGRAMS OF STUDY . . . . .	38
THE FIRST-YEAR CLASS . . . . .	38
SCHOOL OF PUBLICATION . . . . .	40
SCHOOL OF LIBRARY SCIENCE . . . . .	45
SCHOOL OF SOCIAL SCIENCE . . . . .	49
SCHOOL OF EDUCATION . . . . .	53
SCHOOL OF SOCIAL WORK . . . . .	59
SCHOOL OF BUSINESS . . . . .	61
PRINCE SCHOOL OF RETAILING . . . . .	67
SCHOOL OF SCIENCE . . . . .	71
SCHOOL OF HOME ECONOMICS . . . . .	78
SCHOOL OF NURSING . . . . .	82
COURSES OF INSTRUCTION . . . . .	89
LANGUAGE, LITERATURE, AND THE ARTS . . . . .	89
ENGLISH . . . . .	89
COMPARATIVE LITERATURE . . . . .	94
FRENCH . . . . .	95
GERMAN . . . . .	97
SPANISH . . . . .	98
LATIN . . . . .	100
ART . . . . .	100
MUSIC . . . . .	101

	PAGE
SOCIAL STUDIES . . . . .	103
HISTORY . . . . .	103
ECONOMICS . . . . .	105
SOCIOLOGY . . . . .	107
GOVERNMENT . . . . .	108
PHILOSOPHY AND PSYCHOLOGY . . . . .	110
PHILOSOPHY . . . . .	110
PSYCHOLOGY . . . . .	110
SCIENCE . . . . .	112
BIOLOGY . . . . .	113
CHEMISTRY . . . . .	116
MATHEMATICS . . . . .	119
PHYSICS . . . . .	122
PHYSICAL THERAPY . . . . .	123
ORTHOPTICS . . . . .	126
MEDICAL TECHNOLOGY . . . . .	126
PUBLICATION . . . . .	127
LIBRARY SCIENCE . . . . .	130
EDUCATION . . . . .	136
SOCIAL WORK . . . . .	138
BUSINESS . . . . .	143
RETAILING . . . . .	149
HOME ECONOMICS . . . . .	152
NURSING . . . . .	158
PHYSICAL EDUCATION . . . . .	163
INDIVIDUAL STUDY . . . . .	164
GENERAL INFORMATION . . . . .	165
THE COLLEGE BUILDINGS . . . . .	165
RESIDENCE . . . . .	166
FOREIGN STUDENTS . . . . .	168
COLLEGE AND CAMPUS ACTIVITIES . . . . .	168
HEALTH . . . . .	170
DEGREES AND DIPLOMAS . . . . .	171
ADMINISTRATION AND GOVERNMENT . . . . .	173
EXPENSES . . . . .	175
SCHOLARSHIPS AND LOANS . . . . .	179
BEQUESTS . . . . .	187



1960

1961

1961

1962

## JULY

S	M	T	W	T	F	S
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## AUGUST

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## SEPTEMBER

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## JANUARY

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## JANUARY

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## FEBRUARY

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## MARCH

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## APRIL

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## JUNE

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# Calendar

This Calendar defines the College year for regular full-time undergraduate students. Calendars for special programs are stated elsewhere.\*

## 1960-1961

SEPTEMBER 19	Freshman Orientation begins
SEPTEMBER 21-23	Registration
SEPTEMBER 26	College year begins
OCTOBER 12	Columbus Day holiday
NOVEMBER 11	Veterans Day holiday
NOVEMBER 23	College closes at noon

## THANKSGIVING RECESS

NOVEMBER 28	College opens
DECEMBER 20	College closes

## CHRISTMAS VACATION

JANUARY 4	College opens
JANUARY 24	Classes end
JANUARY 25	Commencement Day for Physical Therapy Students
JANUARY 26	Examination period begins
FEBRUARY 3	Examination period ends
FEBRUARY 6	Second half-year begins
FEBRUARY 22	Washington's Birthday holiday
MARCH 24	College closes

## SPRING VACATION

APRIL 3	College opens
APRIL 19	Patriots' Day holiday
MAY 26	Classes end
MAY 29	Examination period begins
MAY 30	Memorial Day holiday
JUNE 8	Examination period ends
JUNE 11	Commencement Day

\* *Medical Record Administration, fourth-year and graduate program, see pages 62 and 67.*  
*Prince School of Retailing, fourth-year and graduate program, see pages 69 and 71.*  
*Physical Therapy, fourth-year and graduate program, see pages 72 and 78.*  
*Medical Technology, fourth-year and graduate program, see pages 73 and 77.*  
*School of Nursing, program I, see page 83.*  
*After-hour and Saturday classes, see appropriate announcement.*

# The Corporation, 1959–1960

MARY ELEANOR WILLIAMS, <i>Emeritus</i>	Boston
MARION EDWARDS PARK, Ph.D., LL.D., <i>Emeritus</i>	Plymouth
RUTH HORNBLOWER CHURCHILL, A.B., <i>Emeritus</i>	Belmont
ERWIN HASKELL SCHELL, S.B.	Cambridge
ROSAMOND LAMB	Milton
RICHARD MASON SMITH, M.D., S.D.	Boston
CHARLES BELCHER RUGG, A.M., LL.B.	Boston
ELISABETH McARTHUR SHEPARD, S.B.	Boston
ROBERT FISKE BRADFORD, LL.B., LL.D., L.H.D.	Cambridge
ARTHUR PERRY, A.B.	Boston
JOSEPH TIMOTHY WALKER, JR., A.B.	Nyack, New York
HAROLD DANIEL HODGKINSON, Ph.B., D.C.S., L.H.D.	Marblehead
RICHARD CUSHING PAINE, A.B.	Brookline
MILTON EDWARD LORD, A.B.	Boxford
ERWIN DAIN CANHAM, M.A., Litt.D., L.H.D., LL.D.	Boston
WILLIAM EDGAR PARK, B.D., D.D., S.M., L.H.D., LL.D.	Brookline
WILLIAM DUNNING IRELAND, A.M.	Boston
JOSEPH WHELOCK LUND, A.B.	Boston
JOHN COOKE DOWD	Weston
BEULA HAYDEN MATHEWS, S.B.	Rutherford, New Jersey
ELIZABETH AUSTIN CHURCH, S.B.	Cleveland, Ohio
ELLEN KEEGAN DOYLE, S.B.	Boston
FRANCIS KEPPEL, A.B., LL.D.	Cambridge
FRANKLIN KNIBLOE HOYT, LL.B.	West Newton
JOHN CROCKER, JR., B.D.	Providence, Rhode Island
HARRIETTE GORDON ELLIS, S.B.	Newton

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RICHARD MASON SMITH, M.D., S.D.	<i>Chairman</i>
MILTON EDWARD LORD, A.B.	<i>Clerk</i>
WILLIAM EDGAR PARK, B.D., D.D., S.M., L.H.D., LL.D.	

*President of the College*

RICHMOND KNOWLTON BACHELDER, B.B.A.	<i>Treasurer</i>
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CAROLINE FIELD CHAPMAN, S.B.	<i>Assistant Clerk</i>
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# The Simmons College Associates, 1959–1960

*An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.*

MRS. FREDERICK J. SHEPARD, JR., Boston, *Chairman*  
MISS DOROTHY BARTOL, Milton  
MRS. BANCROFT BEATLEY, Belmont  
MISS ELIZABETH BURRAGE, Chestnut Hill  
MRS. GEORGE D. BURRAGE, Chestnut Hill  
MRS. LEONARD H. CHURCH, Cleveland, Ohio  
MRS. LAWRENCE W. CHURCHILL, Belmont  
MISS ELEANOR CLIFTON, Wellesley  
MRS. EVERETT S. COLDWELL, Bronxville, New York  
MISS MARION L. DECROW, Boston  
MRS. JOHN J. DOYLE, Boston  
MRS. CARL DREYFUS, Boston  
MRS. PARKER K. ELLIS, Newton  
MRS. W. ALBERT GALLUP, Weston  
MRS. W. LATIMER GRAY, Wareham  
MRS. WILLIAM D. IRELAND, Boston  
MRS. WILLIAM F. KING, West Newton  
MISS ANNA A. KLOSS, Medford  
MISS AIMÉE LAMB, Milton  
MISS ROSAMOND LAMB, Milton  
MRS. IRVINE R. O. MATHEWS, Rutherford, New Jersey  
MRS. EVERETT F. MERRILL, Worcester  
MISS JANE L. MESICK, South Hadley  
MISS J. GWENDOLEN MORSE, Medfield  
MISS MARION E. PARK, Plymouth  
MRS. WILLIAM E. PARK, Brookline  
MRS. ARTHUR PERRY, Boston  
MRS. CHARLES B. RUGG, Boston  
MRS. HENRY B. SAWYER, Brookline  
MRS. ERWIN H. SCHELL, Cambridge  
MRS. HENRY B. SHEPARD, West Newton  
MRS. RICHARD M. SMITH, Boston  
MRS. EDWIN S. WEBSTER, Chestnut Hill  
MISS MARY E. WILLIAMS, Boston  
MRS. GRAFTON L. WILSON, Cambridge



## ADVISORY COMMITTEES, 1959-1960

### *SCHOOL OF LIBRARY SCIENCE*

MR. JACOB N. BLANCK  
MR. MARK BORTMAN  
MRS. CHESTER H. CLEMENS  
MRS. JOHN O. COSGRAVE, II  
MR. RALPH T. ESTERQUEST  
MR. PHILIP HOER

MISS E. LOUISE LUCAS  
MISS FLORA B. LUDINGTON  
MR. FREDERIC G. MELCHER  
DR. ROBERT E. MOODY  
MR. STUART C. SHERMAN  
MRS. JOHN I. WRIGHT

MR. WYLLIS E. WRIGHT

### *SCHOOL OF SOCIAL WORK*

The President of the College  
The Director of the School  
The President of the Alumni  
Association of the School  
MISS HARRIETT M. BARTLETT  
DR. JACK R. EWALT

THE HON. HENRY E. FOLEY  
MRS. OSCAR W. HAUSSEMMANN  
MR. DONALD W. MORELAND  
THE HON. ARTHUR G. ROTCH  
THE REV. SAMUEL TYLER, JR.  
MR. CONRAD K. VAN HYNING

MRS. WESLEY D. WHITE

### *SCHOOL OF BUSINESS*

MR. HARRY W. BESSE  
MR. HAROLD CABOT  
MR. FRANK S. CHRISTIAN  
MR. PRESCOTT C. CRAFTS, JR.  
MR. JOHN S. DAWSON

MISS MARGARET DIVVER  
MISS ABBIE E. DUNKS  
MR. HOWARD GAMBRILL, JR.  
MR. JOHN HARRIMAN  
MRS. FRANK J. KENNEY

### *PRINCE SCHOOL OF RETAILING*

MR. CARL N. SCHMALZ, *Chairman*  
MR. DANIEL BLOOMFIELD  
MRS. WILLIAM E. EASTLER  
MR. JAMES H. FAIRCLOUGH, JR.  
MR. GEORGE HANSEN

MR. HAROLD D. HODGKINSON  
MR. GEORGE E. LADD, JR.  
MISS OLIVIA ROBINSON  
MISS EDNA L. SOMERS  
MR. CHARLES A. WHIPPLE

# College Officers

*The following is the list of officers of instruction holding appointments for the year 1959-60. It also includes new titles and the names of new officers for the year 1960-61 insofar as they have been determined at the time of publication.*

## OFFICERS OF INSTRUCTION

WILLIAM EDGAR PARK, B.D., D.D., S.M.,  
L.H.D., LL.D.  
*President*

JOSEPH GARTON NEEDHAM, PH.D.  
*Vice-President, and Dean of Instruction*

ELEANOR CLIFTON, A.M.  
*Dean*

WYLIE SYPHER, PH.D.  
*Dean of the Graduate Division*

KENNETH RAYMOND SHAFFER, A.B.,  
B.S. in L.S.  
*Director of the Library*

JANE ELLEN CURTIN, S.B.  
*Director of Admission*

ANNA MOORE HANSON, S.B.  
*Director of Placement*

MARJORIE ELIZABETH READDY, M.D.  
*Director of Health*

---

LESLIE LYLE CAMPBELL, PH.D.  
*Professor of Physics, Emeritus*

ANTOINETTE ROOF  
*Associate Professor of Education, Emeritus*

JUNE RICHARDSON DONNELLY, S.B., B.L.S.  
*Professor of Library Science, Emeritus*

MYRA COFFIN HOLBROOK, A.M.  
*Associate Professor of English, Emeritus*

FLORENCE TOLMAN BLUNT, A.B., B.L.S.  
*Assistant Professor of Library Science,  
Emeritus*

ALICE FRANCES BLOOD, PH.D.  
*Professor of Nutrition, Emeritus*

ULA DOW KEEZER, A.M., D.Sc.  
*Professor of Foods and Home  
Management, Emeritus*

SARA HENRY STITES, PH.D.  
*Professor of Economics, Emeritus*

BERTHA REED COFFMAN, PH.D.  
*Associate Professor of German, Emeritus*

JANE GAY DODGE, A.M.  
*Associate Professor of English, Emeritus*

CAROLINE MAUDE HOLT, PH.D.  
*Professor of Biology, Emeritus*

FLORA MCKENZIE JACOBS  
*Associate Professor of Secretarial Studies,  
Emeritus*

ROBERT MALCOLM GAY, A.M., LITT.D.  
*Professor of English, Emeritus*

FLORENCE SOPHRONIA DIALL  
*Associate Professor of Physical Education,  
Emeritus*

EDITH ARTHUR BECKLER, S.B.  
*Assistant Professor of Public Health,  
Emeritus*

ALICE LOUISE CROCKETT, A.M.  
*Assistant Professor of English, Emeritus*

HELEN WOOD, R.N., A.M.  
*Professor of Nursing, Emeritus*

HELEN RICH NORTON, A.B.  
*Professor of Retailing, Emeritus*

SUSIE AUGUSTA WATSON, A.B., R.N., S.B.  
*Assistant Professor of Biology, Emeritus*

KATE McMAHON, HH.D.  
*Professor of Social Economy, Emeritus*

MARION EDNA BOWLER, A.M.  
*Associate Professor of Romance Languages,  
Emeritus*

## OFFICERS OF INSTRUCTION

IDA ALICE SLEEPER, A.M.  
*Associate Professor of English, Emeritus*

EULA GERTRUDE FERGUSON, A.B., S.B.  
*Associate Professor of Secretarial Studies,  
Emeritus*

JANE LOUISE MESICK, Ph.D., Litt.D.  
*Dean, Emeritus*

EVA WHITING WHITE, S.B.  
*Professor of Social Economy, Emeritus*

GEORGE NYE STEIGER, Ph.D.  
*Professor of History, Emeritus*

CURTIS MORRISON HILLIARD, A.B.  
*Professor of Biology and Public Health,  
Emeritus*

KATHARINE DAVIS HARDWICK, A.B.  
*Professor of Social Economy, Emeritus*

HARRISON LeROY HARLEY, Ph.D.  
*Professor of Philosophy and Psychology,  
Emeritus*

MARGIA HAUGH ABBOTT, Ph.B.  
*Associate Professor of Textiles, Emeritus*

IRENE McALLISTER CHAMBERS, A.M., S.B.  
*Professor of Retailing, Emeritus*

ALICE CHANNING, Ph.D.  
*Professor of Social Economy, Emeritus*

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§ On sabbatical leave, 1959-60.

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NANCY ELEANOR FOGG  
*Manager of the Simmons Coöperative Store*

# Simmons College

SIMMONS COLLEGE in Boston is a non-sectarian women's college that combines liberal with professional education. The will of its founder, John Simmons, directed that the College should give instruction in "art, science, and industry best calculated to enable the scholars to acquire an independent livelihood." In pursuance of that trust the Corporation was organized in 1899, and the College was opened for instruction in 1902. Thus Simmons became one of the first colleges for young women in this country to recognize the value of combining vocational instruction with a liberal and cultural education.

The strength of this program has won widespread recognition. The College is a member of the New England Association of Colleges and Secondary Schools and was for many years on the approved list of the Association of American Universities until that organization discontinued its accrediting practice.

Some 1,600 students are enrolled in the regular undergraduate and graduate programs. Among these students are over 200 graduates of other colleges. More than 200 students attend the summer session, making a total of over 1,800 registered for courses at Simmons. Nearly every state and numerous foreign countries are represented. More than two-thirds of the undergraduates live in the college residences; the others commute from the greater Boston area.

## THE PLAN OF EDUCATION

EDUCATIONALLY, Simmons College is organized into a general first year; and beyond that into ten schools, each with its own director, each with its own technical and professional objectives. These schools are Publication, Library Science, Social Science, Education, Social Work, Business, Retailing, Science, Home Economics, and Nursing. They provide preparation for most of the vocational areas in which there is a place for college women.

In combining a liberal education with that which has a definite vocational purpose, the programs vary in their pattern; but in general a student devotes about three-quarters of her time to the liberal arts and sciences, the remainder to subjects of a professional nature.

Each school in its own way and in terms of the demands of its own professional field strives to carry out the basic philosophy of the College:

- (1) that vocational education on the college level to be strong must rest on a firm academic foundation,
- (2) that there must be constant emphasis on the broad principles which underlie vocational competence in any field,
- (3) that training in skills should be limited to those that are essential to success in initial employment.



## *PLAN OF EDUCATION*

Students do not make their *definite* choice of professional schools until the end of their first year. This year is devoted to general education, with the program of each student planned in relation to her previous education and her probable vocational interest.

The undergraduate programs lead to the degree of Bachelor of Science. Most of the schools offer professional graduate programs of one or two years for graduates of accredited colleges. These programs lead either to the diploma or to the master's degree.

## *GUIDANCE*

An integration of guidance services helps each new student to make the transition from high school and home environment or other institution of higher education to the maturity, independence, and self-reliance of a Simmons upperclass student. Her faculty adviser and other instructors, the Dean and staff members of the Dean's Office, as well as the Director of Students and the residence staff members, assist the student in understanding herself, recognizing her abilities, choosing her goals, and taking her place in the realistic learning situation of group living.

Beyond the first year a student turns to the director of her professional school, as well as the Dean and the Director of Students. With the background of her first-year guidance, and the guidance of the Director of her School, the student is able to choose the professional opportunity which best fits her personality and abilities.

## *PLACEMENT*

The Placement Office is ready at all times to serve Simmons undergraduates, seniors, graduate students, and alumnae through counseling and placement assistance. They may register for part-time employment during the college year, for full-time summer work, or for permanent positions at beginning or advanced levels. Although graduation is of course no guarantee of recommendation, the College makes every effort to assist its graduates in finding satisfying employment. The Directors of the Schools, the faculty, and former employers provide recommendations for the use of the Placement Office in suggesting candidates for permanent positions throughout the United States and overseas. Everyone interested in employment is invited to make use of the services of the Placement Office.



## MEMO TO STUDENTS

Are you having a hard time deciding among several professions which appeal to you? Or have you, perhaps, decided on one special profession without knowing very much about its details?

A little analysis of the Simmons catalogue has helped many girls, both those who are just entering and those who are already in college, to reach a decision as to a profession. Try it for yourself and see if it doesn't help.

In its ten schools (of which all but Social Work are open to undergraduates) Simmons offers preparation for most of the professions which women find interesting. For all these schools the guidance program and the general education courses of the first year (listed on pages 38 to 40) are basic.

After glancing at this section turn to the first school listed, Publication. You will note that in the second year you have an English literature elective. Turn to the course descriptions (in this case, page 90) and read the outlines of the courses open to sophomores; then select the one you would like to take. Go on to history, economics, and the other courses listed and make your selections. Browse through the course descriptions and find eight semester hours of electives you think you would like to take in your second year.

Then if you will go through the junior and senior programs in the same way you will find that you have learned a surprising amount about the type of knowledge you will need — to do work in journalism, for example.

If you follow this procedure for each of the schools of Simmons College, you will discover some that do not appeal to you and some that do; with a little more study you can narrow the choice down a bit further. Then, if you like, ask your librarian or your guidance counselor to suggest some pamphlets and books on your professional interests. Possibly a visit or two could also be arranged, such as one to a nearby hospital if physical therapy or nursing appeals to you.

If you are to enjoy a profession, it seems logical that the subjects needed to prepare for that profession should appeal to you. The brief analysis we have suggested is an easy way to discover the background of study for many different fields and to select those which interest you.

Of course you should keep in mind that at Simmons you do not make a definite choice of school or program until you reach the end of your first college year. This suggestion for studying the professional preparation as well as the general courses recommended for the upperclass years may help you to reach a more logical decision as to the kind of education you want.

If there is anything you do not understand about the catalogue, please feel free to write us and we shall try to help you.



# Conditions of Admission

## ADMISSION TO THE FIRST-YEAR CLASS

SIMMONS welcomes applications from young women whose abilities and interests are such as to promise success in the college experience. Most candidates present a background of study in English, foreign language, mathematics, social studies, and science; but there are no specific subject or unit requirements. While a college preparatory course in secondary school is recommended, Simmons occasionally accepts outstanding candidates whose secondary education has varied from the usual college-preparatory pattern. Whatever the applicant's background her school record should be of such quality as to justify recommendation to college. Applicants should study at least four substantial subjects during each year of secondary school. The Director of Admission is glad to correspond with applicants regarding their preparation.

The Committee on Admission gives careful consideration to all available information about each candidate and accepts those who seem best qualified for the work at Simmons College. Although the Committee meets several times each year, most candidates are considered in April, a smaller group in February or March, and some applicants, whose junior-year College Board Scholastic Aptitude Test scores are available, in the fall of the senior year. A student who is accepted early is expected to present a final record in June showing continued satisfactory work.

Since it is necessary to limit the size of the freshman class to approximately three hundred students, not every candidate who is qualified for admission can be accepted.

Certain credentials are required of all applicants for admission to the first-year class. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of ten dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form. The record covers at least grades ten through twelve, and includes the final mark in each subject taken each year, rank in the senior year, results of objective tests of aptitude and achievement where these are available, a statement of graduation, and all data on the school's permanent record which will assist the Col-

## ADMISSION

lege in its judgment of the applicant's fitness. A transcript of record from each school attended is required when the candidate has studied at more than one school. Simmons is one of the colleges participating in the Advanced Placement Program of the College Entrance Examination Board. Depending upon the results of Advanced Placement tests, credit may in some cases be given for Advanced Placement courses completed in secondary school.

3. *Scholastic Aptitude Test.* Every applicant for admission is required to take the Scholastic Aptitude Test of the College Entrance Examination Board. It is composed of verbal and mathematical sections and no specific preparation is necessary. Information concerning the tests may be obtained without charge by writing to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey; or Post Office Box 27896, Los Angeles 27, California. A copy of the bulletin of information is routinely sent to every candidate requesting an application blank. It contains rules regarding applications, fees, and reports; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers.

The dates for the Scholastic Aptitude Test, with closing dates for the receipt of applications for the tests at the College Board office, are as follows:

<i>Dates of Tests</i>	<i>Closing Dates</i>
December 3, 1960	November 5, 1960
January 14, 1961	December 17, 1960
February 4, 1961	January 7, 1961
March 18, 1961	February 18, 1961
May 20, 1961	April 22, 1961
August 9, 1961	July 12, 1961

It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. When requesting the application the candidate must state the date on which she wishes to take the test. The candidate is urged to send the application for the test and the required fee to the College Board as early as possible, preferably several weeks before the date of the examination.

The results of the Scholastic Aptitude Test taken in May of the junior year are acceptable for Admission Committee consideration. Scholarship candidates are advised to take the test in December or January of the senior year. Candidates who have not taken the test late in the junior year, or who prefer to present additional later scores, are urged to do so not later than March of their senior year. Applicants who wish to take the test in May of the senior year should obtain the previous approval of the Director of Admission. A student who takes the Scholastic Aptitude Test more than once should ask the College Board to report the results of *all* tests to Simmons College.



4. *Examinations.* Applicants are not specifically required to take the achievement tests of the College Entrance Examination Board, but the results of *all* tests that a student has taken should be submitted to the College. These are welcomed as additional evidence of the candidate's fitness and may reveal strength not otherwise apparent in some phase of work.

5. *Principal's Recommendation.* The principal of the secondary school last attended furnishes a confidential report on the personal qualifications of the applicant and her general fitness to pursue successfully a suitable curriculum at Simmons College.

6. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential, and formal admission to the College is contingent upon medical approval of the health certificate.

7. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission.\* Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

## ADMISSION TO ADVANCED STANDING

APPLICANTS who have completed satisfactorily one year or more in approved colleges may be admitted to advanced standing in any of the schools of the College.† Each applicant must be able to present a strong record and to convince the College of her fitness for the professional work of the program she wishes to enter. The number of transfer students accepted is governed by the limited enrollment in certain of the professional schools and by the capacity of the residence halls.

A student whose marks are sufficiently high may be allowed credit for academic subjects which are substantially equal to those offered in the program selected at Simmons College. Credit for technical work may not be promised in advance. The amount of credit that can be allowed depends upon the program selected and the courses already completed. It is seldom feasible for a student to transfer to the senior class after three years at another college. Applications are accepted for September entrance only. The Committee on Admission considers carefully all available information about each applicant before reaching a decision upon her eligibility.

Certain credentials are required of all applicants for advanced standing. These are as follows:

\* The Admission Office is open Monday through Friday from nine to four-thirty; Saturday from nine to twelve, October to May. Appointments should be made in advance.

† Exception: the School of Education. See page 54.



## ADMISSION

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of ten dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form.

3. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is a requirement for admission. It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. See page 34. If the test has already been taken, the candidate should request the College Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 27896, Los Angeles 27, California) to send the results to the College. If Achievement Tests were taken, those results also should be sent to the College.

The Director of Admission is glad to correspond with candidates concerning the submission of objective tests other than the College Board if such tests were taken at another college.

4. *College Record.* The College expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement which may have been taken at that college. When final marks are available, the applicant must file a supplementary transcript with the usual statement of honorable dismissal.

5. *Dean's Recommendation.* The College asks the Dean of the institution last attended to furnish a confidential report on the personal qualifications of the applicant for the program selected at Simmons College.

6. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential, and formal admission to the College is contingent upon medical approval of the health certificate.

7. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission.\* Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

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Registered nurses who have been graduated from state-approved diploma schools of nursing may be admitted in either September or February to the General Nursing Program (N. IV) of the School of Nursing with credit for their professional training. A registered nurse is required to file all the creden-

\* See footnote, page 35.

tials listed above and to have an official transcript of her nursing school record sent to the College by the director of the diploma school of nursing.

## ADMISSION TO THE GRADUATE DIVISION

FOR students who have received the baccalaureate degree from a college whose work is accepted by Simmons College two kinds of program are offered: those leading to the degree of Master of Science, and those leading to the diploma. Programs leading to the master's degree are offered in the schools of Library Science, Social Work, Retailing, Science, Home Economics, and Nursing. One-year programs leading to the diploma are also available in most of the schools for properly qualified graduates of accredited colleges.

The programs in library science, social work, and retailing are open to men who meet the admission requirements.

Applicants for admission to the graduate programs in library science, social work, retailing, home economics, and nursing should apply to the director of the school concerned. Those interested in other graduate programs should communicate with the Registrar of the College.

## ADMISSION OF VETERANS

THE COLLEGE welcomes the opportunity for making its programs available to returning service personnel, both women and men. Women veterans are accepted in all graduate and undergraduate programs; men veterans are accepted for the graduate programs in library science, social work, and retailing.

Applications are considered individually on the basis of previous education and experience. Through placement tests and guidance, individual programs are planned that take into consideration the maturity of the veterans and the quality of their experience while serving with the armed forces.

Information as to how veterans may gain, through programs at Simmons College, the benefits provided in the "Korean G. I. Bill of Rights" and the Vocational Rehabilitation Act may be secured from the Coördinator of Veterans' Education, Simmons College, who can also supply information about the War Orphans' Educational Assistance Act of 1956.

## SUMMER COURSES

SUMMER courses are offered by the schools of Library Science, Home Economics, and Nursing, as stated in the sections devoted to these schools. In the summer of 1960 Institutes for high school teachers of chemistry and biology, under grants from the National Science Foundation, will be offered in the School of Education.

# Programs of Study

## THE FIRST-YEAR CLASS

THE PROGRAM for the first-year class is one of the distinctive features of the educational plan at Simmons College. In the freshman year the program of each student is planned with four purposes in mind:

1. To assist her in her transition from school to college,
2. To enable her to broaden and deepen her intellectual interests,
3. To guide her toward a wise selection of her professional objective, and
4. To help her plan for the work of her subsequent years in the College.

In her application for admission to the first-year class, the student indicates her *probable* choice of a professional school of the College. This choice is regarded as tentative until confirmed or changed at the close of the first year. By that time the student has learned more about the various professional opportunities — the talents and abilities they require, the opportunities for advancement they offer, and the nature of the preparation involved. The flexibility in the program permits the student whose aims are well defined to carry forward her plans. It helps the student whose objectives are vaguely formed to gain understanding and to plan intelligently.

Each first-year student has a member of the faculty as her adviser. He helps her in her selection of first-year courses and in her choice of a professional objective. In addition, each first-year student is enrolled in a course, *Introduction to the College*, concerned with her adjustment to college and preparation for her further academic and professional training.

During the period of orientation before classes begin in September, the first-year student takes certain placement and aptitude tests. These tests indicate for the individual student which course is most suitable in English, modern language, or science. The secondary school record and these tests aid the faculty adviser in guiding the student in her selection of first-year courses. In making this selection the student and her adviser have in mind the probable professional school for the three upper years and also the necessity of furthering the student's general education.

A normal program for a first-year student consists of courses totaling 32 semester hours for the year in addition to the course *Introduction to the College*, mentioned above, and physical education. These courses are selected from the following, bearing in mind that the distribution requirements for graduation (see page 171) are to be satisfied at least in part during the first year:



I. *Courses offered primarily for freshmen*

English 10 or 11 (required)  
 French, German, Spanish (as determined by placement test)  
 Social Studies 10  
 Biology, Chemistry, Physics, Mathematics  
 Science survey courses

II. *Upperclass courses open regularly to first-year students*

Art 20	History 30
Economics 21	Music 20
History 21, 22	Philosophy 20
History 24	Psychology 20
History 29	Sociology 20

At least 24 semester hours in courses elected in the first year must be chosen from Group I.

It should be understood that the so-called "general first year" is an essential part of the Simmons educational program, and that no undergraduate makes a *definite* choice of a professional school until the end of her freshman year. Any first-year student who has satisfactorily completed a full-time program is eligible to enter any undergraduate school of the College. Enrollment in certain areas of specialization within a school may be limited, however, by the facilities available; for example, the programs in physical therapy and in orthoptics in the School of Science. Furthermore, in a few areas of specialization a student who has not taken the suggested first-year courses may find that she cannot follow the usual program in that area unless she is willing to do extra work, which may include summer courses.

An orientation booklet is sent to each first-year student in September. It includes detailed suggestions on specific courses and advice concerning the selection of all first-year programs. In general, students who have indicated a probable choice of the School of Publication, Library Science, Business, Retailing, or the programs in English and in history and social studies in the School of Education usually select:

English  
 French, German, or Spanish  
 Social Studies 10 or an upperclass course in social studies  
 Biology, Chemistry, Mathematics, Physics, or Science (survey courses)

Students who expect to choose the School of Social Science should consider electing mathematics and a science survey course. Those who anticipate specialization in French or Spanish in the School of Education should elect the appropriate language. Those with an interest in the technical writing and publishing program of the School of Publication should include mathematics and/or a basic science. Students who have indicated a probable choice of the School of Science, Home Economics, or Nursing find the selection of courses

## *SCHOOL OF PUBLICATION*

from the science group especially important. Those who plan to enter the School of Science or to follow a specialization in science in the School of Education usually elect two subjects from among biology, chemistry, mathematics, and physics; potential Home Economics and Nursing students should select chemistry and biology.

The science electives are not compulsory, but the student who has not taken them in her first year will be restricted in her later choice of electives if she selects certain areas of specialization, and may find it necessary to do extra work either before or after graduation in order to meet the standards of certain professional accrediting organizations.

As a result of her experiences in the first-year class, the student is ready to enter the school of her choice. In her last three years, the student is governed by the requirements of the professional program which she selects and is guided by the director of the school in which she is enrolled. She may continue to consult her first-year faculty adviser and the Dean at any time.

## **SCHOOL OF PUBLICATION**

**T**HE PROGRAMS of the School of Publication combine a maximum of general education with the minimum of technical training necessary to enable graduates to succeed in the publishing and editing of books and magazines, in journalism and publicity, in advertising, in technical writing and publishing, and in graphic and publishing arts. A sound liberal education provides the foundation for this work; to this is added instruction in the specific skills required for employment in these fields.

### ***I. FOUR-YEAR PROGRAMS***

The four-year programs lead to the degree of Bachelor of Science.

During their four years students spend the equivalent of more than three years in courses in literature, foreign languages, art, and music; in psychology and philosophy; in history, economics, sociology, and the other social sciences; and in the natural sciences. In the third and fourth years the student takes the technical courses that are required of all students in the School and those which she selects to complete her professional preparation.

By combining the courses offered in the School of Publication with those offered by the other schools of the College, a student can arrange an individualized program to prepare her for employment in a specialized field. For instance, a student interested in food or fashions may prepare for editorial work in these fields by combining courses in the School of Home Economics with the basic writing and publishing courses offered by the School of Publication. The programs of the School are flexible and, if a student's individual



interests are formed and expressed early enough in her college years, an individual program can be arranged that will satisfy her interests in terms of preparation for future employment.

During the fourth year all students spend two weeks in field study. This study is arranged by the School, which tries to place each student in the kind of office or organization in which she aspires to work after graduation. Students work in the editorial offices of book and magazine publishers, on the staffs of house organs of various types, in public relations offices, in the news and editorial departments of newspapers, in the copy and production departments of advertising agencies, and in radio stations. Students also receive practical experience in their work on the *Simmons Review*, the alumnae-student magazine, the publication of which is a laboratory project of the School.

Programs can be arranged for students who have satisfactorily completed one or more years at other accredited colleges, provided their study has included preliminary courses which will articulate with the requirements for the degree at Simmons College. It is recommended, however, that students transfer from other colleges not later than the end of the second year.

#### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

#### SECOND YEAR

English literature (8 sem. hrs.)

Social science, Philosophy, or Psychology (8 sem. hrs.)

It is recommended that courses be chosen from this group and the following group which will complement the course chosen from among the English electives, so that the work of this year will form an integrated unit of concentration. For instance, if the course in *American Writers* (Eng. 20) is elected from the first group, it is recommended that the following courses be also elected: *History of American Civilization* (Hist. 21-1, 22-2), *Arts of the Americas* (Art 23-1), and *Contemporary Music* (Mus. 22-2).

Language, Art, and Music (8 sem. hrs.)

Electives (8 sem. hrs.)

#### THIRD YEAR

Copy and Proof (Pub. 40-1)

Introduction to the Graphic Arts (Pub. 41)

Journalism (Pub. 33-1)

Elective from the following group (at least 4 sem. hrs.):

Advanced Composition I (Pub. 30-2)

Article Writing (Pub. 32-2)

Writing on Assignment (Pub. 34-2)

Children's Books and Periodicals (Pub. 38-1)

Printing Workshop (Pub. 44-1 or 2)

English literature elective (4 sem. hrs.)

Social science, Philosophy, or Psychology (4 sem. hrs.)

Electives (8 sem. hrs.)

## SCHOOL OF PUBLICATION

It is recommended that students without such training elect courses in shorthand and typewriting during the junior year. The course recommended for most students is *Shorthand-Typewriting for General Use* (Bus. 35). For students whose prognostic tests show a low aptitude, *General Typewriting* (Bus. 21-1) is advised.

### FOURTH YEAR

- Editing and Publishing Techniques (Pub. 42)
- Graphic Design (Pub. 43)
- Publishing Laboratory (Pub. 46-1 or 2)
- Electives from the following group (6 or 8 sem. hrs.):
  - Advanced Composition I (Pub. 30-2)
  - Advanced Composition II (Pub. 31-1 or 2)
  - Article Writing (Pub. 32-2)
  - Writing on Assignment (Pub. 34-2)
  - Publicity (Pub. 35-1)
  - Advertising Copy Writing (Pub. 36-2)
  - Magazine and Industrial Editing (Pub. 37-2)
  - Children's Books and Periodicals (Pub. 38-1)
  - Printing Workshop (Pub. 44-1 or 2)
- Electives (12 or 14 sem. hrs.)

### FOUR-YEAR PROGRAM IN TECHNICAL WRITING AND PUBLISHING

In recent years a new professional job classification has appeared in industry and research — the technical writer. The increased complexity of modern electronic devices, for instance, has created the need for the person who can write the manuals which describe the nature, the operation, and the maintenance of these devices. A similar need exists for the person who can describe the processes and techniques employed in chemical engineering. The need is for the person with a solid grounding in science and technology, skill in writing, and a knowledge of the techniques of publication.

The program in Technical Writing and Publishing has been planned with the help of practicing technical writers. It is offered for those students whose interests and aptitudes parallel the interests and aptitudes of the technical writer: a sound interest in science and an interest in writing and publishing. The program includes a four-year study of science plus the basic required courses in the School of Publication. The program described below is intended to prepare a student for employment in the electric-electronic field. Similar programs are available for students who wish to prepare for the chemical and biological fields.

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

## SCHOOL OF PUBLICATION

### SECOND YEAR

General Physics (Phys. 11)	Analytic Geometry and Calculus II and III
English literature elective (4 sem. hrs.)	(Math. 24-1, 25-2)
General Typewriting (Bus. 21-1)	Electives (10 or 12 sem. hrs.)

### THIRD YEAR

Inorganic Chemistry (Chem. 11)	Copy and Proof (Pub. 40-1)
Electricity and Magnetism (Phys. 21-1)	Introduction to the Graphic Arts (Pub. 41)
Electronics (Phys. 31-2)	Elective (4 sem. hrs.)
Journalism (Pub. 33-1)	

### FOURTH YEAR

Research in Physics (Phys. 50)	Publishing Laboratory (Pub. 46-1 or 2)
Editing and Publishing Techniques (Pub. 42)	Article Writing (Pub. 32-2)
Graphic Design (Pub. 43)	Electives (12 sem. hrs.)

### FOUR-YEAR PROGRAM IN GRAPHIC AND PUBLISHING ARTS IN AFFILIATION WITH THE BOSTON MUSEUM SCHOOL

Through an affiliation with the Boston Museum School, a department of the Boston Museum of Fine Arts, the School of Publication offers a four-year program in the graphic and publishing arts, leading to the degree of Bachelor of Science.

This joint program is intended for those students with artistic abilities and interests who wish to combine general education with art-school training to prepare themselves for art work in the fields of publishing, printing, and advertising. The four-year program consists of the courses in general education required of all students in the School of Publication, and courses in the techniques of the reproduction of printed material, taken at Simmons; and fundamental and specialized art courses, taken at the Boston Museum School. The program prepares students for employment as assistant art editors, advertising and layout artists, book designers, and illustrators. By combining as it does the educational facilities of Simmons College and the Boston Museum of Fine Arts, the joint program offers the opportunity for an unusually rich and varied educational experience. To take full advantage of these facilities, programs can be arranged for individual students to satisfy a wide variety of individual interests and abilities.

Admission to the joint program is granted only after interviews with the Director of the School of Publication and the Head of the Boston Museum School, who may require the submission of drawings or other art work done by the student, to determine her artistic ability and her prospects of success in the work of the School.

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

## SCHOOL OF PUBLICATION

### SECOND YEAR

#### *At Simmons College*

English literature elective (8 sem. hrs.)  
Social science, Philosophy, or Psychology  
(4 sem. hrs.)  
Introduction to the Graphic Arts (Pub. 41)

#### *At the Boston Museum School*

Drawing I (8 sem. hrs.)  
Anatomy I (6 sem. hrs.)  
Design Ib (2 sem. hrs.)

### THIRD YEAR

English literature elective (8 sem. hrs.)  
English composition (4 sem. hrs.)  
Social science, Philosophy, or Psychology  
(8 sem. hrs.)  
Graphic Design (Pub. 43)  
Editing and Publishing Techniques  
(Pub. 42)

Design I (4 sem. hrs.)

### FOURTH YEAR

Publishing Laboratory (Pub. 46-1 or 2)  
Elective (4 sem. hrs.)

24 sem. hrs. of advanced courses to be chosen in consultation with the Art Director of the program. Each student's program will contain such courses as the following:

Commercial Art  
Book Design  
Mechanical Drawing  
Lettering  
Advanced Design  
Graphic Arts  
Perspective

## II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

This program offers to graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing and publishing. Applicants are advised to consult the Registrar of the College regarding conditions of admission. The program of each student is planned in consultation with the Director of the School. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program includes the following courses:

Introduction to the Graphic Arts (Pub. 41)  
Copy and Proof (Pub. 40-1)  
Editing and Publishing Techniques (Pub. 42)  
Graphic Design (Pub. 43)  
Publishing Laboratory (Pub. 46-1 or 2)  
Shorthand-Typewriting for General Use (Bus. 35)  
Electives in writing (4 sem. hrs.)



## SCHOOL OF LIBRARY SCIENCE

THE School of Library Science offers two programs designed to provide the preparation needed for a successful career as a librarian. These are a four-year undergraduate program leading to the degree of Bachelor of Science, and a professional program for college graduates, both men and women, leading to the degree of Master of Science. Elective specializations are provided to meet the interests of those who wish to work with children in schools and public libraries, in other areas in public, college, and university libraries, and in special libraries.

The library profession offers a broad range of opportunities in differing specializations and types of libraries — opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Fundamentally it deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

A librarian needs either a broad acquaintance with the literatures of many branches of knowledge, or a special familiarity with one branch; hence a general education is an essential foundation for the study of library science. In addition to an appreciation of literature, the arts, and history, courses in psychology, sociology, economics, and the sciences are recommended.

A subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Reading knowledge of foreign languages has become increasingly important for work in university and scientific libraries, and students will find strong language preparation a valuable asset. A reading knowledge of at least one foreign language is required of all students in the School, but study of more than one foreign language is advised.

Field experience in libraries of recognized standing is required of all undergraduate students for a two-week period. This normally falls within the second semester of the senior year. *The undergraduate student's budget must provide for two weeks' maintenance away from the Boston area during the field experience period*, for the value of this experience depends upon the library visited, and the assignment is made to meet the student's professional needs, without reference to the distance from Boston.



Familiarity with the many libraries in Boston, Brookline, Cambridge, and other nearby cities and towns is provided through group and individual visits. Metropolitan Boston offers unusual opportunities for visiting bookstores, publishing houses, binderies, and museums. In certain courses additional assignments of a half-day or less are made for directed observation. These brief observation periods, as well as the undergraduate requirement of a two-week field period, are made possible through the courtesy and interest of numerous coöperating libraries. Provision should be made to cover the costs of transportation and other expenses incurred on visits.

Students enrolled in professional courses must have access to a typewriter.

### I. FOUR-YEAR PROGRAM

The usual four-year program includes two years of academic studies followed by a two-year academic and professional curriculum, and leads to the degree of Bachelor of Science. It offers preparation for junior positions in all types of libraries. This program is available not only to regularly enrolled Simmons undergraduates, but also to properly qualified students who wish to transfer from other colleges and universities prior to the senior year.

#### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

#### SECOND YEAR

Economics	8 sem. hrs.	Psychology	4 sem. hrs.
Foreign languages	8 sem. hrs.	Academic electives	12 sem. hrs.

*Business 21* must be taken in the second or third year unless the student can demonstrate ability to use the typewriter efficiently.

#### THIRD YEAR

Introduction to Librarianship (L. S. 41-1)	History (8 sem. hrs.)
Reference (L. S. 47-2)	Sociology (4 sem. hrs.)
English (8 sem. hrs.)	Academic elective (4 sem. hrs.)

#### FOURTH YEAR

##### *First Semester*

Selection of Library Materials (L. S. 49-1)  
Cataloguing and Classification (L. S. 55-1)  
Literature of the Humanities (L. S. 53-1)  
Academic elective (4 sem. hrs.)

*Second Semester*

Technical Services (L. S. 57-2)

Academic elective (4 sem. hrs.)

Library Science electives (8 sem. hrs.):

    Theory of Administration (L. S. 72-2)

    Service to Adult Readers (L. S. 50-2)

    Literature of Science and Technology (L. S. 84-2)

    Service to Children (L. S. 81-2)

    Storytelling (L. S. 82-2)

    Literature for Young Adults (L. S. 83-2)

    The Book Arts (L. S. 70-2)

Variations in these programs may be arranged with the approval of the Director of the School.

**II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES**

This program in preparation for full professional status is fully accredited by the Committee on Accreditation of the American Library Association. It leads to the degree of Master of Science after one summer session and one academic year, or the completion of thirty-six semester hours of graduate courses. A minimum of thirty-two semester hours of work must be completed at Simmons College.\* Students in good standing who have earned four semester hours of graduate credit in liberal arts and sciences at other institutions, or who may wish to accumulate such credits elsewhere after taking professional work in the School, may, after being admitted to degree candidacy, petition to apply such credits to their graduate degree here. Similarly those who have earned master's or doctoral degrees elsewhere may, after degree candidacy, petition to have them recognized to the extent of four semester hours of work, such credit to be counted toward the graduate degree here. While the program is constructed to provide broad training for all professional areas, electives permit programs to be specialized in terms of the professional and academic objectives of each student. It provides full qualifications for a variety of positions in public, college, university, and other types of libraries.

Candidates must offer assurance of capacity for graduate work, as well as professional aptitude. Applicants must have a baccalaureate degree in the liberal arts or sciences from a recognized college or university and are expected to have achieved a B — average in their undergraduate preparation. Students who have a major in a field which is appropriate for special library service, such as art, music, law, and business, but who do not have the usual liberal arts prerequisites may be admitted, provided they evidence capacity for special librarianship and meet the appropriate language requirements. Whenever undergraduate education appears to be deficient, applicants may be required to take additional courses preliminary to candidacy for the degree of Master of Science.

\* The rules governing degree candidacy are stated on page 172.

Students who enter the School with an acceptable background of study in library science may substitute for the recommended courses others numbered in the 200s, approved non-professional courses in the subject fields listed elsewhere in the College catalogue, or four semester hours of work completed at other institutions and approved by the Director of the School.

Candidates over thirty-five years of age are admitted only when their experience in the library field has been of extraordinary character.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications cannot be received later than June 6 for the 1960 summer session, September 15 for the autumn 1960 session, and January 16 for the February 1961 session. Applications which are filed after the above deadlines will be set aside and considered for later academic sessions.

#### REGULAR SESSION

##### *First Semester*

The Library as a Social Institution (L. S. 101-1)  
Reference Methods (L. S. 107-1)  
Literature of the Social Sciences (L. S. 109-1)  
Principles of Cataloguing and Classification (L. S. 115-1)

##### *Second Semester*

Literature of the Humanities (L. S. 113-2)  
Applied Cataloguing and Classification (L. S. 117-2)  
Electives (10 sem. hrs.)  
    Theory of Administration (L. S. 72-2)  
    Literature of Science and Technology (L. S. 84-2)  
    Service to Adult Readers (L. S. 110-2)  
    Bibliographical and Research Methods (L. S. 108-2)  
    Service to Children (L. S. 81-2)  
    Storytelling (L. S. 82-2)  
    Literature for Young Adults (L. S. 83-2)  
    The Book Arts (L. S. 70-2)  
    Research and Bibliographical Method in Subject Fields (L. S. 231-2)  
    Organization and Administration of Special Libraries (L. S. 214-2)  
    Seminars

Degree requirements may be completed when necessary by work carried in the subsequent summer session. A complete summer session announcement may be obtained from the Director of the School of Library Science.

Those who wish to study on a full-time basis during the academic year are urged to begin their studies with the September semester. Part-time students may enter with the September or February semester, or with the summer session.

For the convenience of part-time students who are working in neighboring libraries classes are offered in the late afternoon, evenings, and on Saturday mornings, in addition to the regular schedule. Admission requirements and instruction standards are identical to those of the regular schedule. Information about off-hour courses currently offered is available upon request to the School. These classes include some advanced courses in the first semester, and some beginning courses in the second.

### SUMMER PROGRAM

Courses equivalent to the one-year program in library science for college graduates are offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses. Full information is contained in a bulletin which may be obtained from the Director of the School.

### SCHOOL OF SOCIAL SCIENCE

THE PROGRAMS offered by the School of Social Science are designed to provide the student with (1) a broad general education, oriented toward the social sciences, and (2) either basic professional training in one of the areas of social science or preparation for graduate study in the social sciences or education.

The School offers four basic programs, each leading to the degree of Bachelor of Science. These are: public administration, economic analysis, community work, and psychological measurements.

Each of these programs may be utilized as preparation for graduate study in the respective field of concentration or in one of the related social sciences. Students who have this objective should plan their programs carefully with the assistance of the Director.

Provision for field study is made in connection with each program. In many instances, approved participation in supervised volunteer service work, in *Social Studies 40*, or in appropriate summer employment, will be accepted as constituting field study. In others, arrangements are made with governmental and business institutions to provide experience in the field of concentration. In addition to the requirements listed below, students who have not had comparable training in typewriting will take *Business 21*.

The program in *public administration* is designed to lead to employment in administration of Federal, state, and local government. In the senior year students generally take Federal Civil Service Entrance Examinations, and



## SCHOOL OF SOCIAL SCIENCE

those of states or municipalities in which they are interested. The basic requirements of this program for the second, third, and fourth years are:

Economics	20 semester hours	History	8 semester hours
Government	12 semester hours	Restricted electives*	28 semester hours
		Electives	28 semester hours

The regular program of courses is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
History of American Civilization (Hist. 21-1, 22-2)  
Government in the United States — Federal System (Gov. 21-1)  
Government in the United States — State and Community (Gov. 22-2)  
Electives (8 sem. hrs.)

### THIRD YEAR

### FOURTH YEAR

Restricted electives\* should include *American Financial Institutions* (Ec. 35-1) and *Public Administration* (Gov. 40-2), which are offered in alternate years. *Principles of Personnel* (Bus. 56-1 or 2) may be taken as a restricted elective.

Business and Social Measurements (Ec. 31)	Restricted electives (24 sem. hrs.)* with
Restricted electives (12 sem. hrs.)*	at least 12 sem. hrs. in social studies
Electives (12 sem. hrs.)	Electives (8 sem. hrs.)

The program in *economic analysis* is designed as preparation for positions in government, financial institutions, and industry, involving analytical work of an economic nature, such as in the fields of prices, product or labor markets, and securities. Positions for which recent graduates have qualified have been in securities houses, insurance companies, market research and forecasting, and statistical work, among others. In the final three years, the program consists of:

Economics	40 semester hours
Restricted electives*	28 semester hours
Electives	28 semester hours

The regular program † is:

\* Courses offered in the Division of Social Studies or the Division of Philosophy and Psychology.

† More than the required forty semester hours of economics are listed to illustrate probable restricted electives.



## SCHOOL OF SOCIAL SCIENCE

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
Business and Social Measurements (Ec. 31)  
Restricted electives (8 sem. hrs.)\*  
Electives (8 sem. hrs.)

### THIRD YEAR

### FOURTH YEAR

Probable restricted electives\* would include the following courses which are offered in alternate years: *Corporation Finance* (Ec. 43-2), *American Financial Institutions* (Ec. 35-1), *Investments* (Ec. 42-2), *Intermediate Economic Theory* (Ec. 41-2), and *International Trade* (Ec. 39-1).

Labor Problems (Ec. 36-1)	Seminar in Social Research (Soc. St. 40)
Restricted electives (16 sem. hrs.)* with at least 8 sem. hrs. in economics	Restricted electives (16 sem. hrs.)* with at least 4 sem. hrs. in economics
Electives (12 sem. hrs.)	Electives (8 sem. hrs.)

The program in *community work* is designed as preparation for graduate schools of social work and as preparation for positions in the field of social welfare where only a baccalaureate degree is required for entrance.

Students who plan careers in professional social work should plan to do graduate study in that field. Those who plan to work in related fields or who plan to work between their periods of undergraduate and graduate study can plan their undergraduate programs accordingly. Recent graduates have been employed by the Red Cross, youth or recreation organizations, and public welfare agencies. The requirements of this program for the final three years are:

Economics	16 semester hours	Psychology	12 semester hours
Government	8 semester hours	Restricted electives*	16 semester hours
Sociology	12 semester hours	Electives	24 semester hours
History	8 semester hours		

The regular program is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
History of American Civilization (Hist. 21-1, 22-2)  
Introduction to Psychology (Psych. 20-1 or 2)  
Introduction to Sociology (Soc. 20-1 or 2)  
Electives (8 sem. hrs.)

\* Courses offered in the Division of Social Studies or the Division of Philosophy and Psychology.

## SCHOOL OF SOCIAL SCIENCE

### THIRD YEAR

Government in the United States — Federal System (Gov. 21-1)  
 Government in the United States — State and Community (Gov. 22-2)  
 Introduction to Fields of Social Work (Soc. 40-1)  
 Psychology of Adjustment (Psych. 31-1 or 2)  
 Business and Social Measurements (Ec. 31)  
 Electives (8 sem. hrs.)

### FOURTH YEAR

Ethnic-Group Relations in the United States (Soc. 32-1)  
 Social Psychology (Psych. 40-2)  
 The Family (Soc. 31-2)  
 Seminar in Social Research (Soc. St. 40)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (8 sem. hrs.)

The program in *psychological measurements* is designed as preparation for positions in guidance work and as test technician in government and testing agencies or personnel departments. The requirements of the program for the second, third, and fourth years are:

Psychology	20 semester hours	Restricted electives*	24 semester hours
Economics	16 semester hours	Electives	28 semester hours
Sociology	8 semester hours		

The regular program is:

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### SECOND YEAR

Contemporary Economic Society (Ec. 20)  
 Introduction to Sociology (Soc. 20-1 or 2)  
 The Family (Soc. 31-2)  
 Introduction to Psychology (Psych. 20-1 or 2)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (8 sem. hrs.)

### THIRD YEAR

Business and Social Measurements (Ec. 31)  
 Psychology of Adjustment (Psych. 31-1 or 2)  
 Social Psychology (Psych. 40-2)  
 Restricted electives (8 sem. hrs.)\*  
 Electives (8 sem. hrs.)

### FOURTH YEAR

Principles of Psychological Measurement (Psych. 41-1)  
 Child Psychology (Psych. 30-1 or 2)  
 Seminar in Social Research (Soc. St. 40)  
 Restricted elective (4 sem. hrs.)\*  
 Electives (12 sem. hrs.)

There is in this School no four-year program in education or in terminal preparation for teaching. Students at Simmons who, at the end of the first year at the College, decide to prepare for graduate work in elementary school education will usually follow one of the programs described above, choosing courses and electives carefully under the guidance of the Director. Simmons College is one of a group of colleges now coöperating with the Graduate School of Education at Harvard University in a program for training elemen-

\* Courses offered in the Division of Social Studies or the Division of Philosophy and Psychology.

ary school teachers. Students who wish to apply for graduate work in elementary education at Harvard, if promising and suitably prepared, may be nominated to the University for fellowship and scholarship assistance.

Students who plan to prepare for graduate work in elementary education normally select the *psychological measurements* program because a substantial amount of work in psychology and educational measurement is desirable. Electives should be selected to provide a broad, general background, with an emphasis upon social and intellectual history.

The School of Social Science participates in the "Washington Semester" of the American University in Washington, D. C. Each year a limited number of qualified students may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country. The program consists of a seminar, which meets weekly to question government officials and to discuss previous meetings; a project, begun before the Washington Semester, in the form of a supervised individual study utilizing the research facilities and personal contacts uniquely available in Washington; and two or three courses selected in advance to supplement the student's program at Simmons College. Ordinarily the student will go to American University in the first semester of her junior year; she must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan will particularly interest students who may wish to work in a government agency after graduation.

## SCHOOL OF EDUCATION

### I. FOUR-YEAR PROGRAMS

THE School of Education offers four-year undergraduate programs to prepare for secondary school teaching in the fields of English, French, Spanish, History and Social Studies, Chemistry, Biology, Physics, and Mathematics. The prescribed programs, when satisfactorily completed, will meet the requirements for certification of teachers in the Commonwealth of Massachusetts, and in many other states. Students who intend definitely to prepare for teaching in a state other than Massachusetts should consult the Director of the School to make certain that their programs will meet the appropriate teacher certification standards.

The course requirements in the School of Education involve two parallel sequences of study. One of these is a prescribed program of course-work leading to a thorough and comprehensive mastery of the subject-matter to be taught. The other is a definite sequence of study providing a sound professional preparation for teaching. The program as a whole is planned to accomplish an effective balance and interrelationship between mastery of content and



## SCHOOL OF EDUCATION

proficiency in teaching. Students should understand that definite interest and aptitude in *both* of these respects are essential to success in the program.

In accordance with the twofold emphasis of the program in the School of Education, the Director will consult closely with the Chairmen of those Divisions in which the subject-matter concentration is being followed. The approval of the Chairman of the appropriate Division is required both for the prescribed programs and for any deviation from these.

Especially qualified students enrolled in the specializations in French or Spanish may receive credit for the satisfactory completion of a prescribed program in a duly recognized Junior Year Abroad program. Each individual program must have the advance approval of the appropriate faculty committee. No student can be considered for this privilege without the prior recommendation of the instructing staffs in both Modern Language and Education. Each individual arrangement must include provisions for completing eight semester hours of work in Education in summer school between the sophomore and junior years.

The School of Education offers programs *only in preparation for secondary school teaching*. Students seeking to prepare for teaching at other levels, such as the elementary school, will not find suitable programs in this School.

Until the necessary courses and facilities in teacher preparation have been developed, it will not be possible to accept upperclass transfers into the programs of the School of Education.

The programs of the School of Education are as follows:

### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

#### *Specialization in the Secondary School Teaching of English*

In addition to the required courses in English, the twenty-four semester hours of electives in English must include *English 33-1* and *English 34-2*; *two* courses from the following three groupings — Novel or Bible, Drama, and Poetry; and *two* courses devoted to Advanced Composition, Greek and Latin Classics in Translation, Mediaeval Literature, The Renaissance, advanced study of the Novel, or Criticism.

Other electives must include at least eight semester hours in history or other social studies, beyond *Social Studies 10*, and at least eight semester hours in foreign language at or above the intermediate level, a course taken in the first year being acceptable in satisfying this requirement.

### SECOND YEAR

English Literature and Society in the Nineteenth Century (Eng. 22)

English electives (8 sem. hrs.)

Introduction to Psychology (Psych. 20-1)

Historical and Philosophical Backgrounds of Education (Educ. 20-2)

Psychology of Adolescence (Psych. 33-2)

Elective (4 sem. hrs.)

## SCHOOL OF EDUCATION

### THIRD YEAR

American Writers (Eng. 20)	Curriculum and Methods in the Secondary
Shakespeare (Eng. 35-1)	School Teaching of English (Educ. 32-2)
English elective (4 sem. hrs.)	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching (Educ. 30-1)	Electives (8 sem. hrs.)

### FOURTH YEAR

English electives (12 sem. hrs.)	School and Teacher in American Society (Educ. 45-2)
Student Teaching (Educ. 40-1)	Electives (12 sem. hrs.)

### *Specialization in the Secondary School Teaching of French\**

Electives must include at least eight semester hours in a second foreign language, to which may be added the requirement of not more than eight semester hours of additional work in the same language, depending upon a proficiency test.

### SECOND YEAR

Major French Writers (Fr. 31-1, 32-2)	Historical and Philosophical Backgrounds of Education (Educ. 20-2)
Spoken French (Fr. 33-1)	Psychology of Adolescence (Psych. 33-2)
Introduction to Psychology (Psych. 20-1)	Electives (8 sem. hrs.)

### THIRD YEAR

Conversation and Composition (Fr. 34-1, 35-2)	Curriculum and Methods in the Secondary School Teaching of Modern Language (Educ. 33-2)
The Age of Classicism (Fr. 41-1, 42-2)†	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching (Educ. 30-1)	Electives (8 sem. hrs.)

### FOURTH YEAR

French Literature from the Revolution to the Third Republic (Fr. 45-1, 46-2)†	Student Teaching (Educ. 40-1)
The Age of Reason (Fr. 43-1, 44-2)† or	School and Teacher in American Society (Educ. 45-2)
Contemporary French Literature (Fr. 47-1, 48-2)†	Electives (8 sem. hrs.)

### *Specialization in the Secondary School Teaching of Spanish*

Electives must include at least eight semester hours in a second foreign language, to which may be added the requirement of not more than eight additional hours of work in the same language, depending upon a proficiency test.

\* The prerequisites for French 31, 32 must have been satisfied before the student may enter this program.

† Offered in alternate years.



## SCHOOL OF EDUCATION

### SECOND YEAR

Hispanic Civilization (Span. 20) <i>or</i>	Historical and Philosophical Backgrounds of
Main Currents of Hispanic Literature	Education (Educ. 20-2)
(Span. 25)	Psychology of Adolescence (Psych. 33-2)
Introduction to Psychology (Psych. 20-1)	Electives (12 sem. hrs.)

### THIRD YEAR

Spanish and Spanish American Writers of	(Educ. 30-1)
the Nineteenth and Twentieth Centuries	Curriculum and Methods in the Secondary
(Span. 31-1, 32-2)	School Teaching of Modern Language
Conversation and Composition (Span. 34-1,	(Educ. 33-2)
35-2)	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching	Electives (8 sem. hrs.)

### FOURTH YEAR

The Spanish Novel of the Golden Age (Span.	Literature (Span. 46-2)
41-1, 42-2) <i>or</i>	Advanced Language and Style (Span. 47-2)
Spanish Theater and Poetry of the Golden	Student Teaching (Educ. 40-1)
Age (Span. 43-1, 44-2)	School and Teacher in American Society
Contemporary Spanish Literature	(Educ. 45-2)
(Span. 45-1)	Elective (4 sem. hrs.)
The Search for America in Modern Spanish	

### *Specialization in the Secondary School Teaching of History and Social Studies\**

The sixteen semester hours of history electives will be chosen in consultation with the subject-matter adviser to provide a concentration either in European history or in American history, or a comprehensive general survey of the field of history. If the concentration in European history is chosen, the history electives should be selected from: *History 24-1, History 25-1, History 26-2, History 29-1, History 30-1, and History 35-2*. For the concentration in American history, the history electives should be chosen from: *History 23-2, History 24-1, History 29-1, History 31-2, and History 33-1*. Early planning is essential because certain courses are offered only in alternate years.

Other electives must include eight semester hours in economics or sociology, and at least eight semester hours in English, a modern language, or a science; so that this credit, taken in conjunction with work completed in the first year, will provide some qualification for teaching in a second field.

### SECOND YEAR

History of American Civilization	Introduction to Psychology (Psych. 20-1)
(Hist. 21-1, 22-2)	Historical and Philosophical Backgrounds of
Government in the United States — Federal	Education (Educ. 20-2)
System (Gov. 21-1)	Psychology of Adolescence (Psych. 33-2)
Government in the United States — State	Elective (4 sem. hrs.)
and Community (Gov. 22-2)	

\* *This program assumes completion in the first year of Social Studies 10 or an acceptable equivalent.*

## SCHOOL OF EDUCATION

### THIRD YEAR

Nineteenth Century Europe (Hist. 27-1)	Curriculum and Methods in the Secondary
Twentieth Century Europe (Hist. 28-2)	School Teaching of History and Social
History electives (8 sem. hrs.)	Studies (Educ. 34-2)
The Nature of Classroom Teaching	Seminar in Teaching Methods (Educ. 39-2)
(Educ. 30-1)	Electives (8 sem. hrs.)

### FOURTH YEAR

History electives (8 sem. hrs.)	School and Teacher in American Society
Student Teaching (Educ. 40-1)	(Educ. 45-2)
	Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Biology\**

#### SECOND YEAR

Vertebrate Morphology (Biol. 23)	Analytic Geometry and Calculus I
Quantitative Analysis (Chem. 22-1)	(Math. 23-2)
College Algebra and Trigonometry	Introduction to Psychology (Psych. 20-1)
(Math. 10-1) or	Historical and Philosophical Backgrounds of
College Mathematics (Math. 11-1 or	Education (Educ. 20-2)
12-1)	Psychology of Adolescence (Psych. 33-2)

#### THIRD YEAR

Human Physiology (Biol. 34-2)	Curriculum and Methods in the Secondary
Microbiology (Biol. 21-2)	School Teaching of Science and Mathe-
Organic Chemistry (Chem. 20-1)	matics (Educ. 35-2)
General Physics (Phys. 11)	Seminar in Teaching Methods (Educ. 39-2)
The Nature of Classroom Teaching	Elective (4 sem. hrs.)
(Educ. 30-1)	

#### FOURTH YEAR

Man: His Heredity and Evolution	School and Teacher in American Society
(Biol. 46-2)	(Educ. 45-2)
Biochemistry (Chem. 21-2)	Electives (16 sem. hrs.)
Student Teaching (Educ. 40-1)	

### *Specialization in the Secondary School Teaching of Chemistry†*

#### SECOND YEAR

Qualitative Analysis (Chem. 13-2)	Historical and Philosophical Backgrounds of
Quantitative Analysis (Chem. 22-1)	Education (Educ. 20-2)
Analytic Geometry and Calculus II and III	Psychology of Adolescence (Psych. 33-2)
(Math. 24-1, 25-2)	Elective (4 sem. hrs.)
Introduction to Psychology (Psych. 20-1)	

\* This program assumes completion in the first year of Biology 10 and Chemistry 11 or 12.

† This program assumes completion in the first year of Chemistry 11 or 12 and the equivalent of Mathematics 10, 11, or 12, and 23.

## SCHOOL OF EDUCATION

### THIRD YEAR

Organic Chemistry (Chem. 31)  
General Biology (Biol. 10)  
General Physics (Phys. 11)  
The Nature of Classroom Teaching  
(Educ. 30-1)

Curriculum and Methods in the Secondary  
School Teaching of Science and Mathe-  
matics (Educ. 35-2)  
Seminar in Teaching Methods (Educ. 39-2)

### FOURTH YEAR

Physical Chemistry (Chem. 41)  
Student Teaching (Educ. 40-1)

School and Teacher in American Society  
(Educ. 45-2)  
Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Physics\**

#### SECOND YEAR

Electricity and Magnetism (Phys. 21-1)  
Electronics (Phys. 31-2)  
Analytic Geometry and Calculus II and III  
(Math. 24-1, 25-2)  
Introduction to Psychology (Psych. 20-1)

Historical and Philosophical Backgrounds of  
Education (Educ. 20-2)  
Psychology of Adolescence (Psych. 33-2)  
Elective (4 sem. hrs.)

#### THIRD YEAR

Modern Physics (Phys. 34-1) *or*  
Optics (Phys. 22-1)  
Nuclear Physics (Phys. 41-2) *or*  
Thermodynamics (Phys. 45-2)  
General Biology (Biol. 10)  
Inorganic Chemistry (Chem. 11 *or* 12)

The Nature of Classroom Teaching  
(Educ. 30-1)  
Curriculum and Methods in the Secondary  
School Teaching of Science and Mathe-  
matics (Educ. 35-2)  
Seminar in Teaching Methods (Educ. 39-2)

#### FOURTH YEAR

Optics (Phys. 22-1) *or*  
Modern Physics (Phys. 34-1)  
Thermodynamics (Phys. 45-2) *or*  
Nuclear Physics (Phys. 41-2)

Student Teaching (Educ. 40-1)  
School and Teacher in American Society  
(Educ. 45-2)  
Electives (16 sem. hrs.)

### *Specialization in the Secondary School Teaching of Mathematics†*

The sixteen semester hours of restricted electives must include at least eight semester hours of laboratory science (in addition to *Physics 11*), with work completed in the first year being acceptable in satisfying this requirement; not more than eight semester hours of restricted electives may be chosen from *Economics 20*, *Economics 21-1*, or *Philosophy 24-2*.

\* This program assumes completion in the first year of *Physics 11* and the equivalent of *Mathematics 10*, *11*, or *12*, and *23*.

† This program assumes completion in the first year of the equivalent of *Mathematics 10*, *11*, or *12*, and *23*.

## SCHOOL OF SOCIAL WORK

### SECOND YEAR

Analytic Geometry and Calculus II and III (Math. 24-1, 25-2)	Historical and Philosophical Backgrounds of Education (Educ. 20-2)
General Physics (Phys. 11)	Psychology of Adolescence (Psych. 33-2)
Introduction to Psychology (Psych. 20-1)	Elective (4 sem. hrs.)

### THIRD YEAR

Applied Mathematics I (Math. 43-1) <i>or</i> Advanced Calculus I (Math 31-1)	The Nature of Classroom Teaching (Educ. 30-1)
Statistics (Math. 41-2) <i>or</i> Matrices and Determinants (Math. 42-2)	Curriculum and Methods in the Secondary School Teaching of Science and Mathe- matics (Educ. 35-2)
Seminar in Mathematics Restricted electives (8 sem. hrs.)	Seminar in Teaching Methods (Educ. 39-2) Electives (8 sem. hrs.)

### FOURTH YEAR

Advanced Calculus I (Math. 31-1) <i>or</i> Applied Mathematics I (Math. 43-1)	Student Teaching (Educ. 40-1)
Matrices and Determinants (Math. 42-2) <i>or</i> Statistics (Math. 41-2)	School and Teacher in American Society (Educ. 45-2)
Seminar in Mathematics Restricted electives (8 sem. hrs.)	Electives (8 sem. hrs.)

## II. PROGRAM FOR COLLEGE GRADUATES

During the summer of 1960 summer institutes for high school teachers of chemistry and biology, supported by grants from the National Science Foundation, will be offered. To participants who enroll for credit and pass the course(s) with a satisfactory grade, graduate academic credit will be granted in the Simmons School of Education.

## SCHOOL OF SOCIAL WORK

THE School of Social Work offers a two-year program in professional social work for college graduates.

In the first year the student takes certain basic courses and field work in an agency carefully selected to give experience in generic social work, ordinarily either a family or children's agency. This year is planned to offer the student opportunity to gain an understanding of the philosophy of social work and the concepts which guide the worker; an introduction to the theory and practice of social case work, community work, social research, and public welfare; familiarity with sources of authority in the literature of these fields of social work; a knowledge of social resources, and factual material in medicine, psychology, psychiatry, and social legislation.



## SCHOOL OF SOCIAL WORK

The second year affords opportunity for specialization in the field of the student's choice. Prescribed courses for all students give insight into allied fields and deepen the student's understanding of generic social work. Seminars are held in the field of specialization. Intensive field work gives opportunity for continuous responsibility.

The special study required of all candidates for the Master of Science degree is designed to teach the student to apply research techniques and methods which will be useful in the analysis of data in the field of social work. Although graduation does not of course *guarantee* recommendation, the School, in co-operation with the Placement Office of Simmons College, assists in the placement of graduates of the two-year program.

*Admission.* Candidates must offer assurance of professional capacity and personal adaptability, in addition to satisfactory completion of a four-year course in an accredited college, including courses in the social sciences. The community work program in the School of Social Science described in an earlier section serves as a guide for an undergraduate program leading to graduate courses in social work. Whenever undergraduate education is deficient in the social sciences, a candidate for the Master of Science degree may be required to take additional courses in this field before the granting of the degree. Candidates under twenty-one or over thirty-eight years of age who have had no experience in social work are not ordinarily admitted.

Qualified men may enter the School of Social Work as candidates for the degree of Master of Science from Simmons College; or if they are registered in the graduate school of Tufts University and complete in Simmons College the professional courses required for the Master of Science degree in the School of Social Work, they may be candidates for the degree of Master of Science from Tufts University.

*Degree.* Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 172 entitled "The Degree of Master of Science.")

*Specializations.* Simmons has traditionally emphasized second-year specializations in medical and psychiatric social work. Because of the variety of offerings both in the classroom and in the field, the School encourages students to take one or the other of these concentrations. However, for qualified applicants, individual programs can be worked out for specializations in community organization, children's work, or social work research.

A catalogue giving more detailed information may be obtained by writing to the Director, School of Social Work, 51 Commonwealth Avenue, Boston 16.

## **SCHOOL OF BUSINESS**

**T**HE FIELD of business presents the greatest number of employment possibilities for women, and there are many opportunities for college graduates to attain high-level posts. Today a young woman entering the business field can realistically aspire to an executive position. It is obvious that opportunities for advancement and the chance to fill jobs at top levels come most frequently to young women who have broad general education and professional training in the business fields. The work is therefore planned so the student can broaden her general educational background while specializing in the area of her choice. The program of the School of Business is designed to provide the kind of education which will develop the professional maturity necessary for eventual managerial responsibilities.

Women usually enter business as secretaries or accountants. These are the fields which offer the best opportunities for initial employment and for learning the business from the inside. They also provide gainful and satisfying employment for the graduate who intends to work for only a short time now but may wish to return in later years.

The School of Business provides opportunity for each student to become thoroughly conversant with a special business field, acquire the skills and knowledge necessary for initial employment, and at the same time gain familiarity with administrative and management problems of business. This knowledge and ability will take her over the threshold of the initial position to semi-executive or executive positions beyond. Graduates of the School are now occupying interesting administrative positions in many types of business concerns, government agencies, hospitals, educational institutions, and professional offices. Some are engaged as public accountants, office managers, statisticians and analysts, property managers, medical record librarians, and specialists in the fields of personnel and advertising; others have established and creditably maintained their own businesses.

The program leading to the Bachelor of Science degree requires four years. A one-year program is offered for graduates of approved colleges. Programs are planned for students transferring from other colleges at the end of their first or second years and for graduates of junior colleges. It is rarely feasible to transfer to the senior class after three years at another institution.

The training is supplemented by actual contacts with businesses. This experience provides an opportunity to observe in operation those theories and skills learned in the classroom.

### ***I. FOUR-YEAR PROGRAMS***

The programs outlined below enable students, through an appropriate choice of business and academic courses, to prepare for positions in specific

## SCHOOL OF BUSINESS

divisions of business and in the work of administrative offices or agencies of government, educational institutions, hospitals, and various other types of organizations. Each student, with the help of a faculty adviser, plans her individual program in terms of her own interests and objectives. By a selection of related courses, student programs may be arranged in the following special fields: accounting, advertising, business education, executive medical secretarial, bilingual, office administration, personnel, and medical record administration. Through coöperation with other schools in the College, the School of Business is able to arrange special programs which will provide specialization in still other fields.

The *accounting* program offers preparation for positions in public accounting firms; in the accounting offices of manufacturing, wholesaling, and retailing businesses; and in municipal, state, and Federal government.

The *advertising* program prepares students for administrative positions in advertising agencies or in the advertising or marketing research departments of business concerns. Secretarial training is integrated with the program.

The *bilingual* program is planned for those who desire special preparation for secretarial positions in the Department of State, in consular offices, or in firms engaged in foreign trade. Students develop facility in a foreign language while acquiring business training.

The *business education* program prepares teachers of business subjects at the secondary or collegiate levels. In addition to business courses, the student takes those education courses which are necessary to meet teacher certification requirements in most states.

The *executive medical secretarial* program merges secretarial training with the study of biological sciences. It offers preparation for those interested in employment in doctors' offices, hospitals, health agencies, and medical clinics.

The *office administration* program is intended for students who do not wish to specialize in any area of business training, but instead desire preparation for executive secretarial or eventual office management positions in any field of business.

The *personnel* program prepares students for employment in personnel departments of businesses and in placement, registrars', guidance, and administrative offices in educational institutions. Secretarial training is included in the program.

The *medical record administration* program provides professional training for students who wish to become medical record librarians in hospitals. In the first three years all of the courses in the program are given at Simmons College. During the fourth year the courses in medical record administration are given at the Massachusetts General Hospital.

The work in these courses begins the third week in June and continues through the first week in June the following year, a total of fifty weeks. Va-



cations are provided of one week at Christmas and one week during the regular spring vacation. When the College residence halls are closed fourth-year students live in the Massachusetts General Hospital nurses' residence. They are charged at the rate of \$30 a month for a room, and may eat their meals at moderate cost in the hospital cafeteria. The Massachusetts General Hospital will make available a \$500 scholarship to each senior in satisfactory academic standing in the Medical Record Administration specialization.

Students completing the program satisfactorily are granted the Diploma in Medical Record Administration, as well as the degree of Bachelor of Science, and are prepared for the examination for the certificate of Registered Record Librarian, which is administered by the American Association of Medical Record Librarians.

## FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

## SECOND YEAR

Introduction to Business (Bus. 24-1)

Contemporary Economic Society (Ec. 20)\*

Principles of Accounting (Bus. 20-2)

Remaining courses (16 sem. hrs.)† selected from following options:

*Accounting, Advertising,  
Office Administration,  
Personnel*

English (4 sem. hrs.)  
Electives (12 sem. hrs.)

*Bilingual*

English (4 sem. hrs.)  
Foreign language (8 sem. hrs.)  
Elective (4 sem. hrs.)

*Business Education*

Introduction to Psychology (Psych. 20-1)  
The Psychology of Adolescence (Psych. 33-2)  
Historical and Philosophical Backgrounds of  
Education (Educ. 20-2)  
Elective (4 sem. hrs.)

*Executive Medical Secretarial*

English (4 sem. hrs.)  
General Biology (Biol. 12-1)‡  
Elementary Physiology (Biol. 20-2)  
Elective (4 sem. hrs.)

*Medical Record  
Administration*

English (4 sem. hrs.)  
Introduction to Psychology (Psych. 20-1 or 2)  
General Biology (Biol. 10)

\* Business Education students may substitute Economics 21 and an elective.

† Students may take Business 38 or 61 during the second semester.

‡ An elective may be substituted if Biology 10 was completed in the freshman year.



# SCHOOL OF BUSINESS

## THIRD YEAR

Business Communications (Bus. 61-2)\*

Business Law (Bus. 38-1 or 2)\*†

Business Lectures

Remaining courses selected from following options:

### *Accounting*

Intermediate Accounting (Bus. 32-1, 33-2)

General Typewriting (Bus. 21-1)

Office Procedures (Bus. 42b-2)

Corporation Finance (Ec. 43-2)‡ or

Investments (Ec. 42-2)‡

Academic electives (8 sem. hrs.)

### *Advertising*

Elementary Shorthand and Typewriting (Bus. 31)

Principles of Advertising (Bus. 50-1 or 2)

Marketing (Bus. 52-1)

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic elective (4 sem. hrs.)

### *Bilingual*

Elementary Shorthand and Typewriting (Bus. 31)

Foreign language (8 sem. hrs.)

International Trade (Ec. 39-1)‡ or

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic elective (4 sem. hrs.)

### *Business Education*

Shorthand-Typewriting for General Use (Bus. 35)  
or Elementary Shorthand and Typewriting (Bus. 31)§

The Nature of Classroom Teaching (Educ. 30-1)

Methods in Business Education (Bus. 37-1)

Seminar in Teaching Methods (Educ. 39-2)

Electives (8 sem. hrs.)

### *Executive Medical Secretarial*

Elementary Shorthand and Typewriting (Bus. 31)

Human Anatomy (Biol. 22-1)

Business elective (4 sem. hrs.)

*Recommended:*

Analysis of Business Data (Bus. 54-1)

Academic electives (8 sem. hrs.)

\* May be taken during sophomore, junior, or senior year.

† Not required of Medical Record Administration students.

‡ Offered in alternate years.

§ If the student wishes more than one year of shorthand and typewriting, Business 31 must be taken. If only one year is desired, Business 35 must be chosen.

*Office Administration* Elementary Shorthand and Typewriting (Bus. 31)  
Office Management (Bus. 69-1)  
Analysis of Business Data (Bus. 54-1)  
Academic electives (8 sem. hrs.)

*Personnel* Elementary Shorthand and Typewriting (Bus. 31)  
Principles of Personnel (Bus. 56-1 *or* 2)  
Analysis of Business Data (Bus. 54-1)  
Academic electives (8 sem. hrs.)

*Medical Record Administration* General Typewriting (Bus. 21-1) *or*  
typewriting ability  
Analysis of Business Data (Bus. 54-1)  
Elementary Physiology (Biol. 20-2)  
Human Anatomy (Biol. 22-1)  
Psychology of Adjustment (Psych. 31-2)  
Office Management (Bus. 69-1)  
Principles of Personnel (Bus. 56-1 *or* 2)  
Academic elective (2 *or* 4 sem. hrs.)

#### FOURTH YEAR

*Accounting* Advanced Accounting (Bus. 40-1)  
Cost Accounting (Bus. 44-2)  
Analysis of Business Data (Bus. 54-1)  
Corporation Finance (Ec. 43-2)\* *or*  
Investments (Ec. 42-2)\*  
Modern Management Techniques (Bus. 45-2)  
Business Lectures  
Business elective (4 sem. hrs.)  
Academic electives (8 sem. hrs.)

*Business Education* *To be offered beginning in 1961-62*  
Practice Teaching (Bus. 48-1)  
Office Procedures (Bus. 42-2)  
Business Curriculum and Materials (Bus. 47-2)  
School and Teacher in American Society  
(Educ. 45-2)  
Business Lectures  
Business elective (4 sem. hrs.)  
Electives (12 sem. hrs.)

*Medical Record Administration* *At the Massachusetts General Hospital*  
Fundamentals of Medical Science (Bus. S70-1)  
Legal Aspects of Medical Record Science  
(Bus. S71-1)  
Medical Record Science (Bus. S72-0)  
Medical Terminology (Bus. S73-1)  
Organization and Administration (Bus. 74-2)  
Problems in Medical Record Administration  
(Bus. 75-2)  
Directed Practice Experience (Bus. S76-0)

\* Offered in alternate years.

## SCHOOL OF BUSINESS

### *Other Specialized Programs*

Advanced Shorthand and Typewriting (Bus. 41-1)

Office Procedures (Bus. 42-2)

Modern Management Techniques (Bus. 45-2)

Business Lectures

Remaining courses selected from following options:

<i>Advertising</i>	Marketing Research (Bus. 63-2) Business elective (4 sem. hrs.) Academic electives (12 sem. hrs.)
<i>Bilingual</i>	Foreign language (8 sem. hrs.) International Trade (Ec. 39-1)* <i>or</i> Business elective (4 sem. hrs.) Academic electives (8 sem. hrs.)
<i>Executive Medical Secretarial</i>	Medical Terminology and Transcription (Bus. 46-2) Business elective (4 sem. hrs.) Academic electives (12 sem. hrs.)
<i>Office Administration</i>	Business electives (8 sem. hrs.) <i>Recommended:</i> Principles of Personnel (Bus. 56-1 <i>or</i> 2) Academic electives (12 sem. hrs.)
<i>Personnel</i>	Advanced Personnel (Bus. 64-1) Public Relations (Bus. 66-2) Business elective (4 sem. hrs.) <i>Recommended:</i> Labor Problems (Ec. 36-1) Academic electives (8 sem. hrs.)

## PROGRAMS FOR COLLEGE GRADUATES

### II. BUSINESS

This one-year program provides for a concentrated study in business for graduates of approved colleges whose education has been chiefly academic, and leads to the Diploma in Business. The program of each student is planned in consultation with the Director of the School. All of the courses offered in business are available to graduate students except advanced courses in which prerequisites are established. A total of thirty-two semester hours of

\* Offered in alternate years.

work is required, of which twenty-four semester hours must be taken in the field of business. A typical program would include the following courses:

Introduction to Business (Bus. 24-1)  
Contemporary Economic Society (Ec. 21-1)  
Principles of Accounting (Bus. 20-2)  
Business Law (Bus. 38-1 *or* 2) *or*  
Business Communications (Bus. 61-2)  
Elementary Shorthand and Typewriting (Bus. 31)  
Electives (8 sem. hrs.)

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

### III. MEDICAL RECORD ADMINISTRATION

Graduates of approved colleges who wish to obtain professional training for positions as medical record librarians in hospitals may complete the requirements in medical record administration in one calendar year, beginning in June, if they present evidence of satisfactory completion of the undergraduate courses required in the first three years of the program, outlined on pages 63 and 65. Applicants who lack the course prerequisites for admission to the professional courses in medical record administration are required to make up such deficiencies before admission to these courses. This program leads to the Diploma in Medical Record Administration and prepares the student for the examination for the certificate of Registered Record Librarian, which is administered by the American Association of Medical Record Librarians.

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Applicants are advised to consult the Registrar of the College regarding conditions of admission to these diploma programs.

### PRINCE SCHOOL OF RETAILING

THE Prince School of Retailing prepares its students for employment as executives in department stores, specialty stores, and other retail organizations; and also for the wide variety of other fields for which a background in distribution procedures, supervisory skills, and effective techniques of organizing and presenting data is a useful preparation.

The School offers two programs: (1) a four-year undergraduate program open both to Simmons undergraduates and also to young women transferring to the College from other institutions at the end of their freshman or sophomore years; and (2) a one-year program for college graduates, both men and women.



## PRINCE SCHOOL OF RETAILING

The purpose of the Prince School of Retailing is to provide professional training for work in retailing and related fields of distribution. Specifically its objectives are:

1. To develop an understanding of the business environment of today — with particular reference to retail stores and related organizations — and the ability and attitudes necessary to fit into that environment.

2. To provide skill in dealing with people and working efficiently with groups to a common purpose.

3. To offer specialized training in retailing and related fields as a basis for employment in one of the many areas of distribution.

The Prince School of Retailing continues, as it has in the past, to emphasize specialized training for executive positions in retailing because this field continues to present the kinds of job opportunities and work experience that are valuable for the young person who wishes a career as an executive in a challenging and dynamic business upon graduation from college. The range of positions available to college graduates in stores is constantly broadening, and undoubtedly will continue to do so. In addition, there is a variety of positions in related fields for which a background of retail training and experience is desirable.

Specifically, the positions for which Prince students are being prepared include these two broad categories:

1. *Jobs in retailing.* This includes training director, employment manager, personnel director, fashion coördinator, buyer, merchandise manager, and branch store manager for department and specialty stores, as well as owner and manager of small retail shops. Frequently the preparation for these positions includes preliminary training as a member of an executive training group.

2. *Jobs in areas related to retailing in which a knowledge of retailing principles and practices is useful.* There are positions in wholesaling and manufacturing that relate closely to retailing. These jobs, for which a retail background is highly useful, include: buyer in a New York buying office, fashion director for an apparel manufacturer, sales representative for a wholesaler, reporter for a retail trade publication, and editorial assistant for a fashion magazine. There are many other jobs involving the use of skills developed in the study of retailing. Some of these call for the use of many of the same supervisory skills learned in the study of retailing; others involve the kinds of customer contact similar in many ways to retailing. Year by year this area includes an increasingly wider range of job opportunities and currently graduates are employed in varied work such as: training supervisor in industry, adult education teacher, employment counselor, and statistical analyst.

The entire approach of the Prince School of Retailing today is built around the increasingly important role of distribution in its many forms as a large and attractive area for professional careers for women.

Because the curriculum of the Prince School of Retailing seeks to be highly practical, the School takes advantage of the many opportunities its location in Boston provides for close contact with business organizations that offer useful types of experience for students. The result is that in addition to the usual types of college instruction, the students take frequent field trips to stores and manufacturing plants in the Boston area, and numerous executives from stores and other organizations come to the School to teach students the techniques they have found effective in their own work. A field trip to the New York market is taken by seniors and graduate students each spring to familiarize them with the practical operations in the apparel fields. The specific courses are listed and described in detail later in this catalogue.

The College recognizes that there can be no complete substitute for the learning that comes from practical work experience. Students are encouraged to work during their summer vacations and other times when they are free to do so on jobs that may be helpful to them both in preparing for a permanent job after graduation and in making work contacts that will be useful to them. We believe that retail selling is a highly useful preparation for almost any type of business activity, and recommend that applicants for admission have a minimum of four weeks of selling experience in a department or specialty store.

The School assigns senior and graduate students to full-time positions in stores and related organizations in Boston or in other cities for a period of approximately six weeks preceding Christmas. In 1959-60 this field work period extended from November 16 through December 23. Students are paid at the prevailing rates during this period of employment, when they are generally given junior executive assignments which provide excellent opportunities to put into practice the retailing and other supervisory techniques they have been studying. The completion of this field work assignment is a definite requirement for the degree.

The facilities of the School and the College Placement Office continue to be available to graduates whenever they are needed, and in past years there have been far more jobs than there are graduates to fill them. Executives representing major retail organizations visit the School each winter and spring to interview students interested in jobs. This interviewing experience is useful for students, and through it they have a direct contact with the leading firms in the retail field. Interviews are available to them also in related areas through the Simmons College Placement Office.

#### ***I. FOUR-YEAR PROGRAM***

The four-year undergraduate program, which leads to the degree of Bachelor of Science, provides a broad liberal arts background along with the professional training described above. The first year is common to all Simmons

## PRINCE SCHOOL OF RETAILING

College students, and the emphasis is primarily on academic subjects. During the second year students begin the study of retailing, but continue to have much of their course work in the field of general education. The third year is divided equally between academic studies and professional courses; in the fourth year students spend full time in professional courses unless they wish to take an academic elective in place of one of the second-semester subjects.

Because most of the professional courses are presented during the last two years, it is possible to admit by transfer graduates of junior colleges and students who have completed creditably two years of senior college work, principally in academic courses. Transfer students may also be admitted at the end of their first year in another college. Since the courses in retailing are offered at 49 Commonwealth Avenue, more than a mile from the main campus, students in the second, third, and fourth years should make provision in their budgets for the additional carfare to and from the Prince School building.

### FIRST YEAR

The arrangement of the first-year program is described in the section entitled "The First-Year Class."

### SECOND YEAR

These courses are required: *Contemporary Economic Society* (Ec. 20), *Introduction to Retailing* (R.20), *Merchandise* (R. 21), and *Business Communications* (Bus. 61-2). Students who do not have an adequate mastery of typing must include *General Typewriting* (Bus. 21-1). The balance of the thirty-two semester hours required is made up of general education electives from a variety of areas, particularly spoken and written English, sociology, and psychology. Also recommended are courses in history, government, philosophy, art, music, and the humanities.

Under some circumstances it is possible for students in the School of Retailing to take courses in certain other professional schools if their career interests make this seem desirable. These may, for example, include courses in clothing construction in the School of Home Economics, writing in the School of Publication, and advertising and shorthand in the School of Business.

### THIRD YEAR

Introduction to Distribution (R. 30)  
Research Methods (R. 31-2)  
Fashion (R. 32-1)  
Electives (16 sem. hrs.) to be selected from the areas  
suggested for the second year.

### FOURTH YEAR

Retail Merchandising (R. 40)  
Techniques of Retail Supervision (R. 41)  
Personnel Administration (R. 42-1)  
Sales Promotion (R. 43-1)  
Seminar — Current Problems in Distribution (R. 49-2)  
Personnel Problems in Retailing (R. 44-2) *or*  
Academic elective\* (4 sem. hrs.)

\* Taken at the main college building.

## II. ONE-YEAR PROGRAM FOR COLLEGE GRADUATES

A one-year program designed to provide highly individualized instruction in these same professional areas is offered to properly qualified college graduates, both men and women. Applicants for admission should have the work experience requirements described on page 69.

Individual programs are worked out for each student on the basis of his educational and professional needs. Students are awarded the Diploma in Retailing upon the satisfactory completion of this one-year program. Those who are admitted to candidacy for the degree of Master of Science\* may begin working toward the degree during the period of residence.

The requirements for the Master of Science degree are (1) the completion of thirty-two semester hours of academic work in the form of courses and seminars, (2) the satisfactory completion of the six-week field work period mentioned above, and (3) the completion of an acceptable thesis on an approved topic. Degrees are awarded by the College in June and October.

## SCHOOL OF SCIENCE

### I. FOUR-YEAR PROGRAMS †

THE CURRICULUM of the School of Science provides the student with the fundamental knowledge and techniques which are needed to attain professional competence in certain branches of science, in physical therapy, in orthoptics, or in medical technology.

Programs of study *specializing in each of the fundamental sciences* — biology, chemistry, and physics — are given in detail below. They are designed to qualify students to serve on a professional level wherever science is advanced through research or applied to the problems of medicine, agriculture, or industry. In the laboratories of industry and of research institutions, universities, and hospitals, research and development work is being carried out to find solutions to problems that range from a study of the causes and nature of cancer and its cure to the manufacture of a better soap powder; from the nature of the nucleus of an atom to the origin of the solar system; from the control and ultimate prevention of such virus diseases as the common cold and infantile paralysis to the development of the electronic circuits used in radio, television, and automatic controls. Graduates who have specialized in biology, chemistry, or physics are prepared to serve in laboratories in which such work is done.

The program of study specializing in *mathematics* is described in detail below. Opportunities for women to work as mathematicians have increased markedly in the past ten years. Mathematicians are needed not only in highly

\* The rules governing degree candidacy are stated on page 172.

† Four and one-half years for the physical therapy option.



specialized areas, but also in nearly all fields of pure and applied research. Work involving statistical methods, electronic computing, aircraft design, communication, and weather phenomena are but a few examples of the many openings for mathematicians. It is advisable that students who intend to specialize in mathematics also elect courses in basic science.

Women scientists or mathematicians with a reading knowledge of German and of French or Russian are in special demand to search the literature of science to find out and summarize what has been done in a specialized field in order to prepare the way for laboratory research or for application for patents.

For those who wish to enter a graduate school as candidates for advanced degrees in science or mathematics, a program of study in one of these special fields is prerequisite. Laboratory assistantships, scholarships, and fellowships are offered by graduate schools to help able students finance such graduate study. Those interested in graduate study as a preparation for research in the field of nutrition may combine courses in biochemistry and foods with those suggested for specialization in chemistry. Those students who wish to teach in colleges and universities should specialize in a single science or mathematics and, after graduation, enroll in graduate school as candidates for the Ph.D. degree in this subject.

The four-and-one-half-year program in *physical therapy* leads to the degree of Bachelor of Science and the Diploma in Physical Therapy. In this program Simmons College is affiliated with the Children's Hospital Medical Center, the Massachusetts General Hospital, the Peter Bent Brigham Hospital, and the Bay State Medical Rehabilitation Clinic. These hospitals, in which the physical therapy students secure their experience, are world famous for their facilities and staffs. During the final year and a half, much of the basic instruction is given at the Children's Hospital Medical Center, but the balance of the program is carefully apportioned among all affiliations. This diversity provides instruction by specialists in a wide variety of techniques; experience with patients of all ages, diagnoses, and degrees of disability; and participation with other medical personnel in stimulating and challenging activities.

Although more than enough academic credits are accumulated to meet the minimum requirements for graduation, neither the degree nor the diploma is awarded unless the final year and a half of the program has been completed with satisfactory grades. During this period courses continue through the summer, except for one month's vacation.

The program is approved by the Council on Medical Education and Hospitals of the American Medical Association. For the final year and a half students are eligible to apply to The National Foundation and other special sources for scholarship and fellowship aid.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students that may be admitted to this program in a

given year. A student may be rejected by the Director of the School of Science when she applies for admission to this program if, after medical consultation, the candidate is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Physical therapy is a firmly established and constantly growing profession for women. Widespread public interest in the field of rehabilitation has resulted in expanded facilities and a demand for skilled personnel. The physical therapist plays a major role in restoring physically handicapped patients of all ages to useful and productive lives. Opportunities exist in hospitals, rehabilitation centers, the military services, Veterans Administration, public health services, and the clinics of business and industrial firms. For the experienced physical therapist, excellent fellowships are available for further study in preparation for research, administration, and teaching.

The four-year program in *orthoptics* leads to the degree of Bachelor of Science and the Diploma in Orthoptics. Simmons College is affiliated with the Massachusetts Eye and Ear Infirmary in this program. The first three years are devoted to courses taken at the College. In the fourth year the major portion of the work is given at the Infirmary, although one course must be taken at the College. Although the academic requirements in this program are met at the end of the fourth academic year, an additional period of three months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council.

The need for persons trained in orthoptics to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye has grown more acute within recent years. Such professionally trained assistants greatly aid these physicians, who are specialists in the treatment of pathological conditions of the eye. Students in this program devote much of their preprofessional education to the study of biology, physics, and mathematics.

The four-year program in *medical technology* leads to the degree of Bachelor of Science and the Diploma in Diagnostic Laboratory Science. The fourth year is of fifty weeks' duration and starts immediately after the close of the third academic year. In this program Simmons College is affiliated with the Massachusetts General Hospital. Except for a one-semester course taken at the College, the instruction in the final year is given in the laboratories and lecture halls of the Hospital by members of its staff. The program is approved by the Council on Medical Education and Hospitals of the American Medical Association and by the American Society of Clinical Pathologists. During the final year of the program each student in satisfactory academic standing is eligible to receive a scholarship of \$385 from the Massachusetts General Hospital.

## SCHOOL OF SCIENCE

Upon entering the School of Science, a student selects the field in which she intends to specialize. The courses which she must take to acquire professional competence in this field are listed below. By a wise selection of courses in the second-year program it is usually possible for the student who is undecided in which of two related fields to specialize to postpone her final choice until the third-year program is determined. A student who wishes to prepare for a professional objective in science for which the normal programs are unsuitable may usually arrange, in consultation with the Director of the School, a special program to meet her needs.

### FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### *Specialization in Biology*

#### SECOND YEAR

Vertebrate Morphology (Biol. 23)	College Mathematics (Math. 11-1 or 12-1)
Quantitative Analysis (Chem. 22-1, 23-2)	Analytic Geometry and Calculus I
College Algebra and Trigonometry (Math. 10-1) or	(Math. 23-2)
	Electives (8 sem. hrs.)*

#### THIRD YEAR

Basic Bacteriology (Biol. 32-1)	Analytic Geometry and Calculus II and III
General Physiology (Biol. 31-2)	(Math. 24-1, 25-2)
Organic Chemistry (Chem. 31)	Seminar in Biology
General Physics (Phys. 11) or	Electives (8 sem. hrs.)*

#### FOURTH YEAR

Biochemistry (Biol. 41)	Hematology and Tissue Techniques
Pathogenic Bacteriology, Virology, and Immunology (Biol. 45)	(Biol. 42-2)
Parasitology and Mycology (Biol. 47-1)	Seminar in Biology
	Electives (8 sem. hrs.)*

### *Specialization in Chemistry*

#### SECOND YEAR

Quantitative Analysis (Chem. 22-1, 23-2)	General Physics (Phys. 11)
Analytic Geometry and Calculus II and III (Math. 24-1, 25-2)†	Electives (8 sem. hrs.)*

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† If chemistry and biology were taken during the first year, Mathematics 10, 11, or 12, and Mathematics 23 should be elected in the second year and Mathematics 24 and 25 in the third year.

## THIRD YEAR

Qualitative Analysis (Chem. 13-2)	Seminar in Chemistry
Organic Chemistry (Chem. 31)	Electives (20 sem. hrs.)*†

## FOURTH YEAR

Physical Chemistry Laboratory and Instrumentation (Chem. 40)	Advanced Organic Chemistry (Chem. 42)
Physical Chemistry (Chem. 41)	Seminar in Chemistry
	Electives (12 sem. hrs.)*

*Specialization in Mathematics*

## SECOND YEAR

Analytic Geometry and Calculus II and III (Math. 24-1, 25-2)	General Physics (Phys. 11)
	Electives (16 sem. hrs.)*

## THIRD YEAR

Differential Equations (Math. 30-1)	Numerical Methods I and II (Math. 35-1, 36-2)
Matrices and Determinants (Math. 42-2) or Statistics (Math. 41-2)	Seminar in Mathematics
Applied Mathematics I and II (Math. 43-1, 44-2) or	Electives (16 sem. hrs.)*

## FOURTH YEAR

Advanced Calculus I and II (Math. 31-1, 32-2)	44-2)
Numerical Methods I and II (Math. 35-1, 36-2) or	Statistics (Math. 41-2) or
Applied Mathematics I and II (Math. 43-1,	Matrices and Determinants (Math. 42-2)
	Seminar in Mathematics
	Electives (12 sem. hrs.)*

*Specialization in Physics*

## SECOND YEAR

Analytic Geometry and Calculus II and III (Math. 24-1, 25-2)	Electricity and Magnetism (Phys. 21-1)‡
Inorganic Chemistry (Chem. 11 or 12)	Electronics (Phys. 31-2)‡
	Electives (8 sem. hrs.)*

## THIRD YEAR

Modern Physics (Phys. 34-1) or Optics (Phys. 22-1)	Thermodynamics (Phys. 45-2) or
Nuclear Physics (Phys. 41-2) or Spectroscopy (Phys. 32-2)	Theoretical Physics (Phys. 40)
	Differential Equations (Math. 30-1)
	Seminar in Physics
	Electives (16 or 12 sem. hrs.)*

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† If chemistry and biology were taken during the first year, Mathematics 10, 11, or 12, and Mathematics 23 should be elected in the second year and Mathematics 24 and 25 in the third year.

‡ Students who have not completed Physics 11 in their first year will elect it in place of Physics 21 and 31, and take the latter in their fourth year.



## SCHOOL OF SCIENCE

### FOURTH YEAR

Optics (Phys. 22-1) *or*  
Modern Physics (Phys. 34-1)  
Spectroscopy (Phys. 32-2) *or*  
Nuclear Physics (Phys. 41-2)

Theoretical Physics (Phys. 40) *or*  
Thermodynamics (Phys. 45-2)  
Advanced Calculus (Math. 31-1)  
Seminar in Physics  
Electives (12 or 16 sem. hrs.)\*

### *Specialization in Physical Therapy*

#### SECOND YEAR

General Physics (Phys. 11)  
Microbiology (Biol. 21-2)  
Physical Education in Physical Therapy I  
(Phys. Ed. 21)

Introduction to Psychology (Psych. 20-1)  
Child Psychology (Psych. 30-2)  
Electives (12 sem. hrs.)†

#### THIRD YEAR

Human Anatomy (Biol. 22-1)  
Human Physiology (Biol. 34-2)  
Physical Education in Physical Therapy II  
(Phys. Ed. 31)

Historical and Philosophical Backgrounds of  
Education (Ed. 20-1)  
Physical Therapy Lectures  
Electives (20 sem. hrs.)†

#### FOURTH YEAR

These courses are taken in the final year and a half. With the exception of *Biology 49*, they are given at the affiliated hospitals.

Therapeutic Exercise (Phys. Th. 41-123)  
Advanced Human Anatomy  
(Phys. Th. 30-12)  
Electrotherapy (Phys. Th. 39-2)  
Massage (Phys. Th. 40-1)  
Psychology of the Handicapped  
(Phys. Th. 32-2)  
Applied Physics (Phys. Th. 38-1)  
Orthopedic and General Surgery (Phys.  
Th. 33-23)  
Medicine (Phys. Th. 35-3)  
Hydrotherapy (Phys. Th. 42-3)

Ethics and Administration (Phys. Th. 43-3)  
Clinical Practice (Phys. Th. 44-23)  
Orientation to Nursing Techniques  
(Phys. Th. 45-23)  
Applied Physiology (Biol. 49-1)  
Psychiatry (Phys. Th. 36-3)  
Pathology (Phys. Th. 37-2)  
Neurology (Phys. Th. 34-3)  
Cerebral Palsy (Phys. Th. 46-3)  
Functional Training (Phys. Th. 47-3)  
Occupational Therapy (Phys. Th. 48-3)

### *Specialization in Orthoptics*

#### SECOND YEAR

General Biology (Biol. 10)  
General Physics (Phys. 11)  
Introduction to Psychology (Psych. 20-1)

Child Psychology (Psych. 30-2)  
Electives (8 sem. hrs.)\*

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† At least twenty-four hours of academic subjects must be included among the courses taken during the second and third years.

## SCHOOL OF SCIENCE

### THIRD YEAR

Optics (Phys. 22-1)	Microbiology (Biol. 21-2)
Human Anatomy (Biol. 22-1)	Electives (16 sem. hrs.)*
General Physiology (Biol. 31-2)	

### FOURTH YEAR

The course work is given at the Massachusetts Eye and Ear Infirmary except for *Orthoptics 43*, at the Harvard Medical School, and the elective, at Simmons College.

Physiological Optics (Orth. 43)	Elective (4 sem. hrs.)*
Orthoptics (Orth. 47)	

### *Specialization in Medical Technology*

#### SECOND YEAR

Quantitative Analysis (Chem. 22-1, 23-2)	College Mathematics (Math. 11-1 or 12-1)
Human Anatomy (Biol. 22-1)	Analytic Geometry and Calculus I (Math. 23-2)
College Algebra and Trigonometry (Math. 10-1) or	Electives (12 sem. hrs.)†

#### THIRD YEAR

Basic Bacteriology (Biol. 32-1)	Organic Chemistry (Chem. 31)
General Physiology (Biol. 31-2)	Electives (16 sem. hrs.)†

#### FOURTH YEAR

These courses, with the exception of *Biology 47*, are taken at the Massachusetts General Hospital in the twelve months immediately following the close of the third academic year.

Parasitology and Mycology (Biol. 47-1)	Medical Bacteriology (Med. Tech. 42)
Clinical Chemistry (Med. Tech. 40)	Histologic Techniques (Med. Tech. 43)
Blood Grouping and Banking (Med. Tech. 41)	General Diagnostic Methods (Med. Tech. 45)

## II. ONE-YEAR PROGRAM IN MEDICAL TECHNOLOGY FOR COLLEGE GRADUATES

A few college graduates who have had sufficient training in science may be admitted to the final year of the program in medical technology. Such students are awarded the Diploma in Diagnostic Laboratory Science upon successful completion of the courses.

## III. PROGRAMS FOR COLLEGE GRADUATES

Programs in biology, chemistry, physics, or physical therapy are open to qualified college graduates who have majored in these fields. The degree of

\* At least twenty-four semester hours of academic subjects must be included among the courses taken during the second, third, and fourth years.

† At least twenty-four semester hours of academic subjects must be included among the courses taken during the second and third years.

## *SCHOOL OF HOME ECONOMICS*

Master of Science is awarded to candidates who have completed successfully a program totalling at least thirty-two semester hours.\* Courses open to graduate students only must be included to the extent of at least sixteen semester hours. Eight semester hours are devoted to original research, the results of which must be submitted in the form of a thesis which includes a review of the specialized field and a bibliography. At the discretion of the Department, the candidate may be required to demonstrate a reading knowledge of at least one modern language other than English. The work must ordinarily be completed within two consecutive years.

### *IV. ONE-AND-ONE-HALF-YEAR PROGRAM IN PHYSICAL THERAPY FOR COLLEGE GRADUATES AND GRADUATE NURSES*

Properly qualified college graduates and graduate nurses may be admitted to the final year and a half of the program in physical therapy, and are awarded the Diploma in Physical Therapy upon successful completion of the courses. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy and physiology. Students must also have completed twelve semester hours in the social sciences, including at least six in psychology.

### *V. ONE-YEAR PROGRAM IN ORTHOPTICS FOR COLLEGE GRADUATES*

A few college graduates who have had sufficient training in science may be admitted to the final year of the program in orthoptics. Such students are awarded the Diploma in Orthoptics upon successful completion of the courses.

## **SCHOOL OF HOME ECONOMICS**

### ***I. FOUR-YEAR PROGRAMS***

THE School of Home Economics offers four-year undergraduate programs in preparation for the wide variety of interesting and challenging positions open to the college graduate professionally trained in home economics or in preparation for graduate work in foods, nutrition, and public health nutrition. At the end of the general first year the student selects the area of specialization in which she is primarily interested, choosing from home economics education, child development, consumer services, institution management and dietetics, and foods and nutrition. With the guidance of the Director she arranges her program to fit her individual needs and professional goal. The

\* The rules governing degree candidacy are stated on page 172.

programs which lead to the degree of Bachelor of Science are planned to achieve a balance between general education essential for all college women, and professional education essential for well-qualified, competent home economists.

For the student interested in teaching or extension work, preparation in all aspects of home economics is desirable. This affords sound subject-matter training for teaching foods, nutrition, home management, clothing, textiles, family relations, and child development. Courses in education, as well as supervised teaching of home economics in junior and senior high schools, qualify her to teach in public or private elementary and secondary schools. The same type of preparation is necessary for those who wish to become home demonstration agents or 4-H Club leaders.

The student interested in teaching may select the program in child development. A graduate of this program is prepared to work with young children in nursery schools and day-care centers. Preparation includes experience with children of nursery school age as well as consideration of preschool program planning and child growth and development.

Well-qualified students enrolled in either the home economics education or the child development specialization may spend one semester of the junior or senior year in concentrated study of human development at The Merrill-Palmer School in Detroit.

The consumer services specialization is designed for the students who wish careers as home economists in business — with advertising agencies, magazines and newspapers, equipment, food, and utility companies, and test kitchens. Preparation in all aspects of home economics is included, with additional emphasis on courses in journalism and advertising. During the senior year field experience is arranged on an individual basis.

The student who follows the institution management and dietetics specialization meets the requirements for a dietetic internship. She also satisfies the academic requirements for membership in The American Dietetic Association, a prerequisite for many positions in the field of dietetics.

The student who completes the foods and nutrition specialization is prepared for many kinds of positions requiring a basic understanding of food and its nutritional value. Opportunities in business, laboratories, public health agencies, and the extension services are available to the young woman whose undergraduate preparation has emphasized foods and nutrition. In some cases a year of graduate study is required in order for the student to become fully qualified for these fields. Many universities offer fellowships and graduate assistantships in teaching and research to students with a strong background in foods, nutrition, and the biological sciences who wish to work for the master's degree.

The programs in the School of Home Economics\* are as follows:

\* These programs assume completion of Biology 10 and Chemistry 10 or 11 in the first year.



# SCHOOL OF HOME ECONOMICS

## FIRST YEAR

The arrangement of the program is described in the section entitled "The First-Year Class."

### *Specialization in Home Economics Education*

#### SECOND YEAR

Foods and Nutrition (H.Ec. 23-1 or 2)	Historical and Philosophical Backgrounds of
Clothing (H.Ec. 20-1 or 2)	Education (Ed. 20-2)
Home Economics Lectures (H.Ec. 15-1)	Child and Adolescent Growth and Develop-
Introduction to Psychology (Psych. 20-1)	ment (H.Ec. 35-2)
Design (H.Ec. 22-1)	Electives (8 sem. hrs.)

#### THIRD YEAR

Home Management (H.Ec. 34-1 or 2)	The Nature of Classroom Teaching (Ed.
Advanced Foods (H.Ec. 33-1)	30-1)
Tailoring (H.Ec. 30-2)	Textiles (H.Ec. 21-2)
Field Experience in Home Economics Edu-	Nutrition (H.Ec. 25-2)
cation (H.Ec. 36-1)	Electives (8 sem. hrs.)

#### FOURTH YEAR

Curriculum and Methods in the Teaching of	School and Teacher in American Society
Home Economics (H.Ec. 54-1)	(Ed. 45-2)
Student Teaching (H.Ec. 55-1)	Professional and academic electives (12 sem.
Consumer Education (H.Ec. 47-1)	hrs.)
Family Relations (H.Ec. 57-2)	

### *Specialization in Child Development*

#### SECOND YEAR

Foods and Nutrition (H.Ec. 23-1 or 2)	Historical and Philosophical Backgrounds of
Clothing (H.Ec. 20-1 or 2)	Education (Ed. 20-2)
Home Economics Lectures (H.Ec. 15-1)	Child and Adolescent Growth and Develop-
Introduction to Psychology (Psych. 20-1)	ment (H.Ec. 35-2)
Design (H.Ec. 22-1)	Electives (8 sem. hrs.)

#### THIRD YEAR

##### *To be offered beginning in 1961-62*

Field Experience in Home Economics Edu-	Consumer Education (H.Ec. 47-2)
cation (H.Ec. 36-1)	Electives (16 sem. hrs.)
Children's Books and Periodicals (Pub. 38-1)	<i>Recommended:</i>
Home Management (H.Ec. 34-1 or 2)	Psychology, Sociology
Nutrition (H.Ec. 25-2)	

#### FOURTH YEAR

##### *To be offered beginning in 1962-63*

Early Childhood Programs: Methods and	Family Relations (H.Ec. 57-2)
Materials (H.Ec. 48-1)	Experience with Children (H.Ec. 49-2)
Advanced Child Development (H.Ec. 38-1)	Electives (16 sem. hrs.)

## SCHOOL OF HOME ECONOMICS

### *Specialization in Consumer Services*

#### SECOND YEAR

Design (H.Ec. 22-1)	Home Economics Lectures (H.Ec. 15-1)
Elementary Physics (Phys. 10-1) <i>or</i>	Foods and Nutrition (H.Ec. 23-2)
Organic Chemistry (Chem. 20-1)	Clothing (H.Ec. 20-2)
Introduction to Psychology (Psych. 20-1 <i>or</i> 2)	English elective (4 sem. hrs.)
Contemporary Economic Society (Ec. 21-1)	Elective (4 sem. hrs.)

#### THIRD YEAR

Advanced Foods (H.Ec. 33-1)	Nutrition (H.Ec. 25-2)
Home Management (H.Ec. 34-1)	Textiles (H.Ec. 21-2)
Journalism (Pub. 33-1)	Electives (8 sem. hrs.)
Article Writing (Pub. 32-2)	

#### FOURTH YEAR

Consumer Education (H.Ec. 47-1)	Principles of Advertising (Bus. 50-1)
Field Experience in Home Economics (H.Ec. 59-1)	Demonstration Techniques (H.Ec. 37-2)
	Electives (16 sem. hrs.)

### *Specialization in Institution Management and Dietetics*

#### SECOND YEAR

Foods and Nutrition (H.Ec. 23-1)	Organic Chemistry (Chem. 20-1)
Home Economics Lectures (H.Ec. 15-1)	Biochemistry (Chem. 21-2)
Clothing (H.Ec. 20-1 <i>or</i> 2) <i>or</i>	Elementary Physiology (Biol. 20-2)
Design (H.Ec. 22-1)	Electives (8 sem. hrs.)
Introduction to Psychology (Psych. 20-1 <i>or</i> 2)	

#### THIRD YEAR

Child and Adolescent Growth and Development (H.Ec. 35-1 <i>or</i> 2)	Social Science elective (4 sem. hrs.)
Advanced Foods (H.Ec. 33-1 <i>or</i> 2)	Microbiology (Biol. 21-2)
Home Management (H.Ec. 34-1 <i>or</i> 2)	Nutrition (H.Ec. 25-2)
Institutional Accounting (Bus. 39-1)* <i>or</i>	Electives (8 sem. hrs.)

#### FOURTH YEAR

Institution Management (H.Ec. 52-1, 53-2)	Historical and Philosophical Backgrounds of Education (Ed. 20-1 <i>or</i> 2)
Advanced Nutrition (H.Ec. 45-1)	Diet Therapy (H.Ec. 46-2)
Institutional Accounting (Bus. 39-1)* <i>or</i>	Electives (8 sem. hrs.)
Social Science elective (4 sem. hrs.)	

### *Specialization in Foods and Nutrition*

#### SECOND YEAR

Foods and Nutrition (H.Ec. 23-1)	Historical and Philosophical Backgrounds of Education (Ed. 20-2)
Introduction to Psychology (Psych. 20-1)	Microbiology (Biol. 21-2)
Organic Chemistry (Chem. 31)	Electives (8 sem. hrs.)
Home Economics Lectures (H.Ec. 15-1)	

\* Offered in alternate years.

## SCHOOL OF NURSING

### THIRD YEAR

Advanced Foods (H.Ec. 33-1)  
Home Management (H.Ec. 34-1)  
Nutrition (H.Ec. 25-2)

Biochemistry (Chem. 21-2)  
Elementary Physiology (Biol. 20-2)  
Electives (12 sem. hrs.)

### FOURTH YEAR

Advanced Nutrition (H.Ec. 45-1)  
Quantitative Food Analysis (Chem. 24-1)  
Experimental Foods (H.Ec. 43-2)

Demonstration Techniques (H.Ec. 37-2)  
Diet Therapy (H.Ec. 46-2)  
Electives (12 sem. hrs.)

## III. GRADUATE PROGRAM

A graduate program in home economics education leading to the degree of Master of Science is offered in a series of five summer sessions. One graduate course is offered in an evening or Saturday program during each semester of the academic year, thus making it possible to complete degree requirements in fewer than five summers. Full information is contained in a bulletin which may be obtained from the Director of the School of Home Economics.

## SCHOOL OF NURSING

THE School of Nursing aims through its undergraduate programs of study to prepare students for initial employment in professional nursing, and through its graduate program for advanced positions in public health nursing.

The School believes that the practice of nursing is based upon medical, behavioral, and natural sciences, and that nurses serve the public through the care of the sick and through the promotion of health. As an integral part of the College, the School seeks to provide students with learning experiences in which general and professional education are recognized as essential components of nursing education. The staff constantly seeks to provide a climate in which each student has an opportunity to develop her unique potentialities as well as to achieve the objectives of the School of Nursing.

The School of Nursing offers two undergraduate programs leading to the baccalaureate degree. The Basic Professional Program (N. I) is designed for high school graduates who wish a preparation for professional nursing integrated with a college education. The General Nursing Program (N. IV) is designed for graduates of state-approved hospital schools of nursing who wish a combined general education and supplementary basic professional education.

In coöperation with the Harvard School of Public Health, Simmons College offers a graduate program in Public Health Nursing (N. VI) leading to the degree of Master of Science for qualified nurses holding the baccalaureate degree.

There is also a special program of study (N. II) designed for registered nurses who wish to meet only the minimum educational qualifications for staff positions in public health nursing. This program will be discontinued after the 1962 summer session.

All programs in the School of Nursing are accredited by the Accrediting Service of the National League for Nursing. The undergraduate programs include preparation for staff positions in public health nursing. The graduates of the Basic Professional Program are eligible for the state examination required for the registration of professional nurses.

In addition to the regular programs of the School of Nursing, the College offers instruction to the preclinical students who have been admitted to the schools of nursing of the Children's and New England Deaconess Hospitals of Boston.

### ***I. BASIC PROFESSIONAL PROGRAM***

The purpose of this five-year program is to provide for qualified applicants a broad scientific, academic, and professional base whereby they may develop social consciousness, sound professional attitudes, and beginning competencies in nursing. The program also seeks to develop an awareness by the student of the total health needs of the patient, his family and community. The curriculum combines academic and nursing courses and the College faculty supervises the nursing practice of students in selected health agencies.

A wide range of hospitals and public health agencies are selected by the College in order to secure extensive practice opportunities for students. During the current academic year the coöperating institutions include: Lemuel Shattuck Hospital, Massachusetts General Hospital, McLean Hospital, Boston Lying-in Hospital, Children's Hospital Medical Center, Rutland Heights Veterans Administration Hospital, Boston Visiting Nurse Association, Boston Health Department, Cambridge Visiting Nurse Association, Cambridge Health Department, and Waltham Visiting Nurse Association.

There are several distinct advantages of this program over the usual three-year curriculum offered by most hospital schools. (1) It enables the student to secure both a college education and professional preparation in nursing. (2) The academic courses included in the program are selected to have a direct relation to nursing. (3) Nursing theory and practice are geared to the maturity and capacity of the college student. (4) There is opportunity for students to elect courses in areas of special interest. (5) Graduates with better-than-average academic achievement are admissible to graduate study in nursing.

All courses in the program must be satisfactorily completed before the degree may be awarded. The College reserves the right to exclude students whose progress in theory or practice is unsatisfactory.



## SCHOOL OF NURSING

### FIRST YEAR

For the arrangement of this year's work see the section entitled "The First-Year Class."

### SECOND YEAR

#### *First Semester*

Human Anatomy (Biol. 22-1)

Introduction to Psychology  
(Psych. 20-1)

Introduction to Nursing (N. 20-1)

Personal and Professional Relationships  
(N. 22-1)

#### *Second Semester*

Human Physiology (Biol. 34-2)

Microbiology (Biol. 21-2)

Nutrition for Nurses (H.Ec. 26-2)

Fundamentals of Nursing (N. 21-2)

Beginning in September 1961 there will be gradual modifications in the Basic Professional Program. When these are completed, the program will follow the regular College calendar, and thus may be somewhat shortened. The outline below applies for third-, fourth-, and fifth-year students in 1960-61.

### THIRD YEAR

#### *First Semester*

Fundamentals of Nursing IIA (N. 2)

Elementary Physics (Phys. 10)

Social science elective (4 sem. hrs.)

Elective (4 sem. hrs.)

#### *Second Semester*

Fundamentals of Nursing IIB (N. 2)

Human Physiology (Biol. 34-2)

Child and Adolescent Growth and Development (H.Ec. 35-2)

Communicable Diseases: Prevention and Control (Biol. 35-2)

### FOURTH YEAR

Medical and Surgical Nursing I, II (N. 3)

### FIFTH YEAR

Psychiatric Nursing (N. 4)	12 weeks
Maternity Nursing (N. 5)	12 weeks
Pediatric Nursing (N. 6)	12 weeks
Tuberculosis Nursing (N. 7)	6 weeks
Public Health Nursing Theory and Practice (N. 8)	9 weeks
Seminar in Professional Nursing (N. 9)	8 weeks
Senior Medical and Surgical Nursing (N. 10)	6 weeks

The basic expenses for students enrolled in the School of Nursing are currently as follows:

#### *First Year*

Resident students	\$1800.00
Non-resident students	900.00
Comprehensive fee	70.00

*Second Year*

Resident students	\$1800.00
Non-resident students	900.00
Comprehensive fee	70.00
Uniforms	approximately 45.00

*Third Year*

Resident students	1800.00
Non-resident students	900.00
Comprehensive fee	70.00
Uniforms	approximately 75.00

*Fourth Year*

Clinical experience	500.00
Hospital laboratory and health fees	35.00*

*Fifth Year*

Clinical experience and public health affiliation	500.00
Comprehensive fee	70.00*
Board and room during Public Health Nursing Experience	approximately 225.00

Beginning in September 1961 there will be gradual modifications in the Basic Professional Program. When these are completed the program will follow the regular College calendar, and thus may be somewhat shortened. Students will not live at or work in the hospitals and so will have the opportunity for part-time employment during the academic year and full-time summer employment. When these changes have been accomplished, the undergraduate fees will be the same as for other full-time programs (see page 175).

**II. SPECIAL PROGRAM IN PUBLIC HEALTH NURSING†**

This program is accredited by the National League for Nursing for the preparation of qualified graduate nurses for staff positions in community health agencies. It is primarily designed as a three-semester unit for the benefit of those who wish to meet local or state certification requirements.

A student must register for a major portion of the program at Simmons College, including field work in public health nursing. However, a student may be exempted from the field work requirement because of previous acceptable experience under adequate supervision. Arrangements for the field practice must be initiated at least four months before the desired assignment. The most desirable period for this practice is from September to February.

\* Includes hospital care except for conditions existent upon entering clinical practice or contracted outside the hospital experience.

† This program will be discontinued after the 1962 summer session. The General Nursing Program (N. IV) is designed to include preparation for staff positions in community health agencies.

## SCHOOL OF NURSING

A series of summer sessions has been especially planned for those who are unable to study in the regular college year. By careful planning, the approved program can be completed in five summer sessions, exclusive of any supervised practice which may be required.\*

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Fall Semester</i>
Reading and Writing (Eng. 10)	Introduction to Public Health Nursing (P.H.N. 21)	Public Health Nursing Field Work (P.H.N. 31)
Nutrition Problems in Public Health Nursing (H. Ec. 27)	Community Health Problems (Biol. 43)	
Introduction to Psychology (Psych. 20)	Administration of Public Health Nursing (P.H.N. 22)	
Maternal and Child Health (P.H.N. 32)	Principles and Methods of Teaching (N. 26)	
Introduction to the Fields of Social Work (Soc. 40)	Mental Hygiene (P.H.N. 25)	
	Elective (4 sem. hrs.)	

### IV. GENERAL NURSING PROGRAM

Beginning in September 1960 all qualified undergraduate registered nurses who wish to work toward their S.B. degree will be admissible only to the General Nursing Program. This program is designed to enable the graduate of a diploma school of nursing to complete the requirements for the baccalaureate degree with a major in nursing. Graduates of this program are prepared for initial employment in all areas (including public health nursing) and for graduate study in nursing. Advanced standing for previous education in nursing and college courses taken in other accredited colleges and universities is granted on an individual basis, depending upon the achievement of the student and the suitability of the courses completed. See page 36 for admission requirements. Students whose basic preparation did not include psychiatric nursing theory and practice will be required to make up this deficiency.

The program is planned on a six-semester basis to permit the student to achieve the objectives of Simmons College in both general and professional education. The final year of work must be completed at Simmons College and must include at least 32 semester hours of credit. For other degree requirements, see page 171.

The first four semesters are designed to enrich the student's background in academic areas — the humanities, sciences, and social sciences. Concurrently foundation courses in nursing are provided to give depth to the student's professional education. This program draws on the total resources of the College, as well as the School of Nursing, and students attend classes with students from other schools of the College.

\* This program will be discontinued after the 1962 summer session. The General Nursing Program (N. IV) is designed to include preparation for staff positions in community health agencies.

During the final year students elect three courses in Nursing: Comprehensive Nursing, Public Health Nursing, and Introduction to Management and Teaching. In all of these courses, theory and practice are taught concurrently. Supervised experience is planned in a variety of community health agencies.

The program consists of the following sequence of courses or their equivalent:

SOPHOMORE YEAR

English electives\* (8 sem. hrs.)  
General Biology (Biol. 12-1)  
Elementary Physiology (Biol. 20-2)  
General Chemistry (Chem. 10)  
Introduction to Psychology (Psych. 20-1)  
Human Growth and Development (N. 25-2)

JUNIOR YEAR

Social science electives\* (8 sem. hrs.)  
Microbiology (Biol. 21-2)  
Historical and Philosophical Backgrounds  
of Education (Educ. 20-1 or 2)  
Group Process for Nurses (N. 46-1 or 2)  
Social Foundations of Nursing (N. 35-2)  
Academic electives (8 sem. hrs.)

SENIOR YEAR

Nutrition Problems in Public Health Nursing (H.Ec. 27-1)  
Comprehensive Nursing (N. 45-1 or 2)  
Introduction to Management and Teaching (N. 47-2)  
Public Health Nursing (N. 48-2)  
Academic elective (4 sem. hrs.)

**V. HALF-YEAR PROGRAM IN PREPARATION FOR SCHOOLS OF NURSING**

By an arrangement with the Children's Hospital Medical Center and the New England Deaconess Hospital, students who are admitted to the schools of nursing in those institutions are received by the College for one semester of instruction in the scientific subjects necessary for their professional work. This program is as follows:

Anatomy and Physiology (Biol. A)  
Bacteriology (Biol. B)  
Chemistry (Chem. A)  
Foods and Nutrition for Nurses (H. Ec. A)  
Elements of Psychology (Psych. A)

**VI. GRADUATE PROGRAM IN PUBLIC HEALTH NURSING**

Simmons College in coöperation with the Harvard School of Public Health offers a graduate program leading to the Master of Science degree. The program is designed to prepare public health nurses for supervisory positions in public health agencies and for teaching positions in collegiate schools of nursing.

Admission requirements are:

1. A baccalaureate degree from an accredited college or university.

\* Chosen individually on the basis of previous education and placement tests.



## SCHOOL OF NURSING

2. License to practice as a registered nurse. International students must show evidence of the equivalent.

3. Educational preparation for staff positions in public health nursing obtained in an accredited program of study.

4. An acceptable scholastic record.

5. Satisfactory work experience in public health nursing.

The rules governing degree candidacy are stated on page 172.

The program coordinates the course offerings of Simmons College and the Harvard School of Public Health and provides an opportunity for nurses to share learning experiences with American and international students from various disciplines. The length of the program is two semesters and a six-week summer session. United States Government Professional Nurse Traineeships are available to qualified students. Tuition and fees are stated on pages 178 and 179.

### CURRICULUM

#### *Simmons College*

Advanced Public Health Nursing (N. 101)

Advanced Public Health Nursing Practice (N. 103-1)

Principles and Methods of Research and Report (N. 104-2, S)

Teaching and Curriculum Development in Nursing (N. 105-2)

Principles of Epidemiology (N. 106-1)

Field Practice in Teaching and Supervision (N. 107-2)

Public Health Nursing Seminar (N. S108)

Statistical Methods (S.W. 40-1)

The Group Process (S.W. 31-2)

#### *Harvard School of Public Health\**

The Human Community (P.H. 1a)

Principles of Public Health Practice (P.H.P. 1a,b)

Elective

#### *Simmons College or the Harvard School of Education*

History and Philosophy of Education

### SUMMER PROGRAM

Courses for registered nurses are offered in the summer. These courses are offered in blocks of three weeks and are so arranged that a nurse may complete the approved program in Public Health Nursing (N. II) by attending a series of successive summer sessions. Full information is contained in a bulletin which may be obtained from the Director of the School of Nursing, Simmons College. Changes will be made in the summer session offerings after 1962.

\* The official bulletin of the Harvard School of Public Health may be obtained by writing to the School at 55 Shattuck Street, Boston 15.

## Courses of Instruction

THE requirements for each year in the various programs are shown on the preceding pages in the outlines of the programs in each school. Any changes in the courses listed, which may seem advisable because of the varying objectives of the students, are subject to the approval of the director of the school in which the student is enrolled. It must be understood that the College reserves the right to make changes in the courses announced or to omit any course for which there is insufficient enrollment.

A course which occupies a fourth of the full-time effort of a student for one year, irrespective of the actual number of class exercises, is assigned credit of eight semester hours. A course which occupies a smaller fraction of a student's effort is assigned credit in the same ratio. A class period occupies forty-five minutes.

Courses indicated by letter (*e.g.* Chemistry A) are not counted toward a degree, unless taken in connection with additional work prescribed by the Faculty.

In the course numbers the digit following the dash indicates the half-year during which the course is given. The 0 indicates a course given for the full college year, the 1 and 2 indicate first and second half-years. An S preceding the course number indicates a summer course.

### INTRODUCTION TO THE COLLEGE

The freshman course concerning Simmons and its programs. The first half-year is intended to assist the first-year student in her adjustment to new responsibilities and environment. Talks are given on study habits and techniques, health, social relationships, self-understanding, and other pertinent subjects.

During the second half-year the Directors describe the offerings of their Schools. The Chairmen of Divisions discuss the elective courses in academic subjects. Vocational information is presented by the Director of Placement and by the Directors of Schools. Individual conferences with the Directors of Schools give the freshmen opportunities for questions and discussion.

MISS CLIFTON and special lecturers

## LANGUAGE, LITERATURE, AND THE ARTS

### ENGLISH

Courses in English stress methods of writing effectively. Each of the courses in literature introduces students to the great literary heritage of the English-speaking peoples and emphasizes the relevance of major writers of the past to the issues and events of today.

### VOICE CONFERENCE

During the orientation period in September all first-year students take a brief oral reading test to determine who can benefit from a short program of voice recordings and individual conferences for improving speech.

MISS MILLIKEN.

## ENGLISH

### 10-0. READING AND WRITING

[8 sem. hrs.]

*English 10* is an intensive course intended to prepare the entering student for reading and writing of college calibre, and especially to communicate through an effective use of the English language. The student is trained to analyze, organize, and present material of the kind she will meet in all her courses, and the assignments in writing relate the analysis of "meaning" in various kinds of statements to a full program in reading. During the first semester the reading and writing both emphasize certain aspects of modern literature and culture. Class discussions, lectures, and individual conferences upon writing assignments.

During the second semester the assignments are more comprehensive in scope and more analytical in method, and center upon the criticism of a wide range of selected readings from the various periods of western literature. These readings are usually chosen from the Bible, Homer, the Greek tragedians, Shakespeare, Swift, Conrad, and Frost or other poets. Class discussions, lectures, and individual conferences upon writing assignments.

MISS MATLACK, MR. MILLER, MISS MILLIKEN, MR. GREENE, MR. NITCHIE, MR. STERNE, MR. L'HOMME, MR. LANGER, MISS MCKENNA, MRS. RANDELL, MISS WISELEY.

*Offered:* as a year course, though on recommendation of the instructor the first semester may be taken separately for four semester hours of credit.

### 11-0 READINGS IN TWENTIETH-CENTURY LITERATURE

[8 sem. hrs.]

For first-year students whose placement tests indicate unusual ability in English. The discussion of certain leading twentieth-century novelists, poets, and critics of literature, society, and the arts is an introduction to significant issues of the present. A number of papers, critical and narrative, gives practice in writing from a contemporary point of view.

MR. SYPHER, MR. L'HOMME, MR. LANGER.

### 20-0. AMERICAN WRITERS

[8 sem. hrs.]

Reading in major American writers such as Jonathan Edwards, Jefferson, Hawthorne, Emerson, Melville, Henry James, William James, Eugene O'Neill, E. A. Robinson, and Faulkner to illustrate their relation to English and Continental literature and to fundamental American issues like Puritanism, transcendentalism, pragmatism, and the democratic tradition. Critical papers, written after conference with the instructor.

MR. STERNE.

*Prerequisite:* *English 10* or *11* or the equivalent.

### 21-0. MAJOR ENGLISH WRITERS

[8 sem. hrs.]

An introduction to the most important English writers from Chaucer to the present day — during the first semester, Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, and Pope; during the second semester, Johnson, Wordsworth, Keats, Browning, Arnold, Shaw, and either Yeats or Eliot. These writers are discussed as expressing the changing traditions of literature and as reflecting the social, historical, and intellectual trends of their various periods.

This course serves as both a survey of English literature for students who may not choose other electives in literature and also as background for those planning to take more specialized courses in this subject.

MR. NITCHIE.

*Prerequisite:* *English 10* or *11* or the equivalent.

*Offered:* as a year course, though either semester may be taken separately for four semester hours of credit if approval of the instructor is obtained in advance.

22-0. ENGLISH LITERATURE AND SOCIETY  
IN THE NINETEENTH CENTURY

[8 sem. hrs.

The immediate background to twentieth-century trends and problems in literature, society, economics, religion, the arts, and science as it appears in major British writers from Wordsworth through Byron, Shelley, Keats, Carlyle, Ruskin, Mill, Newman, and Arnold. Stress is laid upon the relation of these writers to Continental and American literature and developments such as "romanticism," realism, naturalism, and symbolism. Six critical papers, written after conference with the instructor.

MR. SYPHER.

*Prerequisite:* English 10 or 11 or the equivalent, and approval of the instructor.

*Enrollment:* limited.

[23-2. THE TOOLS OF SPEECH \*

[4 sem. hrs.

This course develops around three units: voice production, speech sounds, and vocabulary. The aim of the course is to help the student improve in these areas by the use of lectures, demonstrations, recordings, drills, integrated with an intensive program of oral interpretation: short stories, scenes from plays, poetry. There are frequent conferences with the instructor and weekly practice periods with the tape recorder. Recommended especially for students with speech or voice problems and for foreign students.

*Prerequisite:* English 10 or 11 or the equivalent, and consultation with the instructor.

Not offered in 1960-61.]

24-1, 2. SPOKEN ENGLISH \*

[4 sem. hrs.

A course in which the student is trained to define, to support, to organize, and to present her ideas effectively. In addition to meeting a variety of speech situations, the student also works to improve her speaking habits through conferences with the instructor and practice with the tape recorder.

MISS MILLIKEN.

*Prerequisite:* English 10 or 11 or the equivalent.

25-1. THE SHORT STORY

[4 sem. hrs.

Appreciation of the short story, with emphasis on the longer, or novella form, including James, Conrad, Joyce, D. H. Lawrence, Mann, Gertrude Stein. Two papers, one of which may be narrative.

MISS MATLACK.

*Prerequisite:* English 10 or 11 or the equivalent

27-2. PRACTICE IN WRITING

[4 sem. hrs.

Primarily intended for those who, after completing English 10 or its equivalent, need further experience in writing, especially writing of a particular sort. Assignments are based on the individual needs and interests of the students.

MISS MATLACK.

*Prerequisite:* consultation with the instructor

*Enrollment:* limited.

\* Students are not ordinarily permitted to take both English 23 and 24 for credit.



## ENGLISH

### 28-2. ENGLISH LANGUAGE — ITS GROWTH AND USE [4 sem. hrs.]

A brief history of the English language and the effects of its growth on vocabulary, grammar, idiom, and general usage in the spoken word as well as in literature.

MISS MILLIKEN.

*Prerequisite: English 10 or 11 or the equivalent.*

### 29-2. CONTEMPORARY DRAMA [4 sem. hrs.]

Discussion of twentieth-century playwrights from O'Neill to the present. Attendance at productions in Boston and the vicinity.

MISS MATLACK.

*Prerequisite: English 10 or 11 or the equivalent.*

### 30-1. THE BIBLE [4 sem. hrs.]

Chief emphasis is on the reading of the Bible itself — the Old Testament stories of the Pentateuch, the accounts of the kings, the lives and teachings of the prophets and sages, with consideration of the development of religious ideas and ethical standards throughout Biblical history. A study of the New Testament, with special attention given to the Gospel accounts of the life and teachings of Jesus and to the letters of Paul.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent*

### [31-1. ENGLISH LITERATURE AND SOCIETY IN THE ELIZABETHAN AGE [4 sem. hrs.]

Analysis of the poetry, prose, and drama of the sixteenth century, with special emphasis upon Spenser, Marlowe, Shakespeare, and Jonson.

*Prerequisite: English 10 or 11 or the equivalent.*

Not offered in 1960-61.]

### 33-1. ENGLISH LITERATURE AND SOCIETY IN THE AGE OF DONNE AND MILTON \* [4 sem. hrs.]

Reading and discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden exemplify the literary, religious, and philosophic conflicts of the seventeenth century.

MR. NITCHIE.

*Prerequisite: English 10 or 11 or the equivalent.*

### 34-2. ENGLISH LITERATURE AND SOCIETY IN THE AGE OF ENLIGHTENMENT \* [4 sem. hrs.]

The literature of the Enlightenment — its ideals in society, religion, and political philosophy, and their importance for the twentieth century. The readings in Swift, Pope, Johnson, and major novelists, poets, and letter-writers illustrate the currents of thought in a cosmopolitan age. Comment on the painting, gardening, furniture, and architecture of eighteenth-century England supplements the discussion of literature.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent.*

\* Offered in alternate years.

35-1. SHAKESPEARE

[4 sem. hrs.

Analysis and interpretation of the major plays, with comment on the theatre of Shakespeare's London.

MR. SYPHER.

*Elective* for third- and fourth-year students.

36-1. THE ENGLISH NOVEL

[4 sem. hrs.

A discussion of the major British novelists from the eighteenth century to the present.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent.*

37-1. THE CONTINENTAL AND AMERICAN NOVEL

[4 sem. hrs.

Analysis of the novels of Hawthorne, Dostoevsky, Twain, James, Gide, Mann, Kafka, Dreiser, Hemingway, Faulkner, Camus, Cozzens, and Warren.

MR. MILLER.

*Prerequisite: English 10 or 11 or the equivalent.*

39-2. MODERN POETRY

[4 sem. hrs.

A discussion of the principal poets from Thomas Hardy to Dylan Thomas, stressing particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. The poems are considered both as texts to be analyzed and as documents of their time.

MR. NITCHIE.

*Prerequisite: English 10 or 11 or the equivalent.*

40-2. TYPES OF DRAMAS

[4 sem. hrs.

A survey of important plays of the western world. Reading and discussion of such significant dramatists as Euripides, Marlowe, Beaumont and Fletcher, Molière, Racine, Gogol, Chekov, and O'Neill.

MR. GREENE.

*Prerequisite: English 10 or 11 or the equivalent.*

42-2. INTRODUCTION TO POETRY

[4 sem. hrs.

A survey of English verse. Emphasis is on understanding and enjoying the short poem. Particular attention is paid to the ballad, sonnet, elegy, and ode, as well as the conventions and styles of the various periods. American verse, as well as other verse in English, is considered in relation to English tradition.

MR. L'HOMME.

*Prerequisite: English 10 or 11 or the equivalent.*

43-1. SHAW

[4 sem. hrs.

A study of the plays, prefaces, and criticism of George Bernard Shaw. Discussion of his times and his theatre.

MR. BOSWORTH.

*Prerequisite: English 10 or 11 or the equivalent.*

FOR OTHER WRITING COURSES, SEE *Publication 30, 31, 32, 33, 34, 35.*

## COMPARATIVE LITERATURE

### COMPARATIVE LITERATURE

#### 80-2, 81-1. PROBLEMS IN LITERATURE

[4 or 8 sem. hrs.]

80-2. *IDEAS OF GOOD AND EVIL*. This course is devoted to the theme of man's struggle with the problem of good and evil as expressed in literature in the works of Plato, Dante, Milton, Goethe, Nietzsche, and Dostoevsky. Three critical papers, written after conference with the instructor.

MR. MILLER.

81-1. *LITERATURE AND SOCIETY*. This course focuses on the complex relationship between literary works and the societies in which they are produced. In 1960 four American and four British works of the twentieth century will be studied. Three critical papers written after conference with the instructor.

MR. STERNE.

*Prerequisite*: English 10 or 11 or the equivalent.

*Offered*: as a year course, or either half may be taken separately.

#### 82-2. STUDIES IN THE MODERN NOVEL

[4 sem. hrs.]

Intensive reading in the writings of such twentieth-century novelists as Henry James, Marcel Proust, D. H. Lawrence, James Joyce, and Thomas Mann.

MR. MILLER.

*Prerequisite*: English 10 or 11 or the equivalent.

#### [83-2. CRITICISM\*

[4 sem. hrs.]

The purpose of this course is to develop critical ability. Widely different methods of criticism — psychological, social, philosophical, aesthetic, religious, and ethical — are applied to certain works in literature and the "fine" arts.

*Prerequisite*: consent of the instructor.

Not offered in 1960-61.]

#### 84-2. GREEK AND LATIN LITERATURE IN TRANSLATION

[4 sem. hrs.]

Readings in ancient epic, drama, and philosophy exemplify the "classical" tradition in Greek and Roman culture.

MR. SYPHER.

*Prerequisite*: English 10 or 11 or the equivalent.

*Enrollment*: limited.

#### 85-1. MEDIAEVAL LITERATURE

[4 sem. hrs.]

The literature of continental Europe and Britain from the decline of "classical" culture to the Renaissance, including epics like *Beowulf* and the *Njála Saga*, romances like *Tristan and Isolte* and *Gawain and the Green Knight*, and the principal works of Dante and Chaucer.

MR. L'HOMME.

*Prerequisite*: English 10 or 11 or the equivalent.

\* Offered in alternate years.

## 86-1. RENAISSANCE LITERATURE

[4 sem. hrs.]

An examination of the literature, art, and philosophic theories of the Renaissance. Discussion is based on the writings of Machiavelli, Calvin, Luther, More, Erasmus, Rabelais, Montaigne, Cervantes, and Leonardo da Vinci.

MR. MILLER.

*Prerequisite:* English 10 or 11 or the equivalent.

## 87-2. RUSSIAN LITERATURE IN TRANSLATION

[4 sem. hrs.]

Reading of a number of major Russian authors, including Turgenev, Dostoevsky, Tolstoy, Gogol, Chekhov, Ilya Ehrenburg, and Boris Pasternak. Attention is devoted to the social and historical setting.

MR. LANGER.

*Prerequisite:* English 10 or 11 or the equivalent.

## FRENCH

## 10-0. BEGINNING FRENCH

[8 sem. hrs.]

Through a study of pronunciation, grammar, and vocabulary the student develops ability to understand, speak, read, and write simple French. By the end of the year she should have acquired sufficient mastery of vocabulary and syntax to enter more advanced courses, or if necessary, to continue her reading alone.

MR. ADDELSON.

## 20-0. INTERMEDIATE FRENCH

[8 sem. hrs.]

This course is intended for those who have already studied French, but whose placement-test scores indicate they are not yet ready for *French 25* or *30*. Together with an intensive review of grammar, and also oral practice, the class reads modern French texts of graduated difficulty. Students with a grade of B or better may go directly into *French 31, 32* or *34, 35*.

MISS ANAGNOS.

## 25-0. INTERMEDIATE FRENCH

[8 sem. hrs.]

This course is indicated for those who have had two or three years of secondary-school French and whose achievement in the placement test is such that they would benefit from a more advanced second-year course. There is more emphasis on the spoken language than in *French 20*. This course would normally be followed by *French 33* or *34, 35* or *31, 32*.

MISS ANAGNOS, MISS CARSON.

## 30-0. READINGS IN FRENCH LITERATURE AND CIVILIZATION [8 sem. hrs.]

A reasonably sound preparation in French grammar is presumed. Classes are conducted in seminar fashion; discussions take place insofar as possible in French. However, ability to speak French is not prerequisite, as such ability is developed during the course of the year. The student reads selected materials with a view to developing an understanding of French civilization and culture. This course prepares for *French 31, 32*.

MISS ANAGNOS, MISS CARSON.

*Prerequisite:* French 10 with a grade of B or better, or *French 20*, or assignment by placement tests.



## FRENCH

### 31-1, 32-2. MAJOR FRENCH WRITERS

[4 or 8 sem. hrs.\*]

Through intensive reading of master works of such figures as Rabelais, Montaigne, Racine, Molière, Rousseau, Voltaire, Hugo, Stendhal, Balzac, Baudelaire, Zola, and Gide, the student is introduced to the major trends in French literature and thinking from the Renaissance to the present day. Prerequisite to all advanced courses in French literature. *Lectures and class discussion in French.*

MR. ADDELSON.

*Prerequisite:* French 25 or 30 or approval of the instructor.

### 33-1. SPOKEN FRENCH

[4 sem. hrs.]

Intensive semester course for students of superior aptitude in the French language. Two class meetings a week and four hours of individual oral-aural practice using tape recorders.

MR. NEWMAN.

*Prerequisite:* consent of the instructor.

*Enrollment:* limited to fifteen students.

### 34-1, 35-2. CONVERSATION AND COMPOSITION

[4 or 8 sem. hrs.]

During the first half-year the student concentrates, with individual assistance, upon pronunciation, enunciation, and intonation, and is drilled in the everyday French idiom until she has gained facility and correctness of expression. During the second half-year there are individualized readings which serve as a basis for oral and written reports on aspects of French civilization. *This class is conducted in French.*

MR. NEWMAN.

*Prerequisite:* French 25 or 30 or approval of the instructor.

### [41-1, 42-2. THE AGE OF CLASSICISM†

[4 or 8 sem. hrs.]

Beginning with an investigation into the sources of classical aesthetics in the sixteenth century, this course is an intensive study of the major figures of the century of Louis XIV.

*Prerequisite:* French 31, 32 or the approval of the instructor.

Not offered in 1960-61.]

### 43-1, 44-2. THE AGE OF REASON†

[4 or 8 sem. hrs.]

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neoclassicism, rococo.

MR. ADDELSON.

*Prerequisite:* French 31, 32 or the approval of the instructor.

### [45-1, 46-2. FRENCH LITERATURE FROM THE REVOLUTION TO THE THIRD REPUBLIC†

[4 or 8 sem. hrs.]

This course traces the emergence and development of modern French literature through pre-romanticism, romanticism, and the later movements of realism, naturalism, *parnasse*, and symbolism.

*Prerequisite:* French 31, 32 or the approval of the instructor.

Not offered in 1960-61.]

\* Not divisible except by special permission.

† Offered in alternate years.

47-1, 48-2. CONTEMPORARY FRENCH LITERATURE\*

[4 or 8 sem. hrs.]

Selected readings in modern French literature from Symbolism to the present time. The readings are drawn from such figures as Mallarmé, Rimbaud, Verlaine, Apollinaire, Proust, Gide, Mauriac, Duhamel, Camus, Sartre, Giraudoux, Anouilh.

MR. NEWMAN.

*Prerequisite:* French 31, 32 or the approval of the instructor.

GERMAN

10-0. BEGINNING GERMAN

[8 sem. hrs.]

The chief purpose of the course is to develop the student's ability to read German, and the study of grammar is kept to the minimum compatible with this end. Elementary reading material is followed by the reading of short stories and other narrative prose. As far as possible there is practice in spoken German.

MR. KLEIN.

20-0. ADVANCED GERMAN

[8 sem. hrs.]

Continuation of *German 10*. During the first eight or ten weeks the class reads narrative prose of a more advanced nature and practices accurate translation. After this preparation there is a selection of various types of narrative, critical, and dramatic writing, designed to furnish an introduction to German history and civilization. Throughout the year the student continues extensive outside reading. A certain amount of regular practice in conversation continues through the year.

MR. KLEIN.

*Prerequisite:* German 10 or the equivalent

30-1. GOETHE'S FAUST AND THE FAUST LEGEND  
IN EUROPEAN LITERATURE

[4 sem. hrs.]

A study of the representative work of the "representative man" of his age: the sources of the Faust legend, its dramatization by Marlowe in *Dr. Faustus*, and, chiefly, its significance as the expression of Goethe's views. The student does outside reading in other works of Goethe for a broader basis of appreciation. Written reports

*Prerequisite:* German 20 or the equivalent.

Not offered in 1960-61.]

31-2. CONTEMPORARY GERMAN LITERATURE\*

[4 sem. hrs.]

Short stories, essays, and Novellen by representatives of the leading trends in German literature since 1900, such as Carossa, Thomas Mann, Heinrich Mann, Hesse, Brecht, Goes, and Bergengruen. The course calls for parallel readings in other European and American writers representing similar trends, in order to make clear the pervasive quality of these movements in Western civilization. Oral and written reports on collateral reading.

*Prerequisite:* German 20 or the equivalent.

Not offered in 1960-61.]

32-2. MODERN GERMAN DRAMA\*

[4 sem. hrs.]

German drama from 1890 to the present as an expression of changing aesthetic, cultural, and social ideas. The reading of plays representing naturalism (Hauptmann, Holz, and Schlaf), symbolism (von Hofmannsthal), expressionism (Wedekind, Toller, Kaiser, Brecht),

\* Offered in alternate years.

## SPANISH

and post-war drama (Dürrenmatt, Zuckmeyer, Max Frisch). By collateral readings in such dramatists as Ibsen, Strindberg, Chekov, O'Neill, Wilder, Miller, and Anouilh, the student traces parallel developments in non-German drama.

MR. KLEIN.

*Prerequisite:* German 20 or the equivalent.

### 33-1. CLASSICAL AGE OF GERMAN LITERATURE

[4 sem. hrs.]

An introduction to the literature of the *Goethezeit*. A study of the sources of German Classicism and Romanticism in Hamann, Herder, Rousseau, Klopstock, and Wieland, and in the *Sturm und Drang*. The student reads works of Lessing, Schiller, and Goethe (not including *Faust*).

MR. KLEIN.

*Prerequisite:* German 20 or the equivalent.

## SPANISH

### 10-0. INTRODUCTION TO SPANISH

[8 sem. hrs.]

For the student who wishes to achieve a sound basis for an active command of the language. Intensive oral practice from the beginning of the course is later supplemented by writing and by the reading of literary texts. Lectures and papers are planned to acquaint the student with the civilization and culture of the Hispanic world.

MRS. HELMAN, MRS. MARICHAL.

### 20-0. HISPANIC CIVILIZATION

[8 sem. hrs.]

By the study of modern literary and historical texts, the student develops facility in reading while acquiring knowledge of the main currents of Spanish thought and literature. A review of the basic principles of pronunciation and grammar, class reports, and discussion enable her at the same time to strengthen her command of the oral language. Planned for students who have completed *Spanish 10* or its equivalent, and prepares for *Spanish 31, 32* and *34, 35*.

MRS. HELMAN, MRS. MARICHAL.

### 25-0. MAIN CURRENTS OF HISPANIC LITERATURE

[8 sem. hrs.]

The development of Hispanic culture from the Middle Ages to the present is studied within the framework of European civilization. Selections from the major literary works of Spain and Spanish America, beginning with the *Poema del Cid*, are intensively studied. Rapid grammar review, oral reports, and short themes in Spanish strengthen the student's command of the oral and written language. Lectures, museum visits, and interpretative papers further acquaint her with the characteristic forms of artistic expression in the Hispanic world. More advanced than *Spanish 20*. For students of high achievement in placement test or in *Spanish 10*. This course leads to all the 30 courses, and by permission of instructor to the 40 courses.

MRS. HELMAN, MRS. MARICHAL.

### 26-2. INTENSIVE INTERMEDIATE SPANISH

[4 sem. hrs.]

A course designed to enable qualified students of intermediate Spanish to achieve greater oral-aural proficiency than the usual course permits. Regular laboratory assignments supplement the classes in which oral practice is stressed in individual reports and panel discussions of current issues.

MRS. HELMAN, MRS. MARICHAL.

*Prerequisite:* consultation with the instructor.

31-1, 32-2. SPANISH AND SPANISH AMERICAN WRITERS [4 or 8 sem. hrs.\*]  
OF THE NINETEENTH AND TWENTIETH CENTURIES

The works of the major modern writers like Larra, Espronceda, Bécquer, Valera, Pérez Galdós, Martí, Rodó, Rubén Darío, and the Generation of 1898, are studied against the background of the European movements of romanticism, realism, naturalism, symbolism. Lectures, discussion, critical essays.

MRS. HELMAN.

*Prerequisite:* Spanish 20 or the equivalent.

34-1, 35-2. CONVERSATION AND COMPOSITION [4 or 8 sem. hrs.]

In the first semester, the student concentrates on correct pronunciation and proficiency in conversation by means of recordings, tapes, individual conferences with a Spanish-language assistant, oral reports, and class discussions. A significant work of contemporary literature is studied for its colloquially idiomatic language and for its syntax and style.

In the second semester, while oral practice continues, greater stress is given to correct writing and precise understanding of the language. Literary passages are translated from English into Spanish as a stylistic exercise; and the exact translation of a significant contemporary Spanish work promotes proficiency in literary translation. In addition, original themes in Spanish, as well as practice in letter-writing, increase the student's skill and accuracy. The class is conducted entirely in Spanish.

MRS. MARICHAL.

*Prerequisite:* Spanish 20 or 31, 32 and approval of the instructor.

[41-1, 42-2. THE SPANISH NOVEL OF THE GOLDEN AGE † [4 or 8 sem. hrs.]

The origin and development of the varied types of Spanish fiction are studied with special emphasis on the works of Cervantes. The different aspects and methods of Spanish realism in *Don Quixote* and in the picaresque novel are analyzed and related to the development of the modern European novel. The class is conducted in Spanish.

*Prerequisite:* Spanish 31, 32, or approval of the instructor.

Not offered in 1960-61.]

43-1, 44-2. SPANISH THEATER AND POETRY [4 or 8 sem. hrs.]  
OF THE GOLDEN AGE †

43-1. *SPANISH THEATER OF THE GOLDEN AGE.* A study of some of the masterpieces of the Golden Age theater from Lope de Vega to Caderón, against the background of Spanish life and society during the seventeenth century. Lectures in Spanish, oral reports, and papers.

44-2. *SPANISH POETRY OF THE GOLDEN AGE.* A study of the great poets and the main themes of Spanish poetry from its origins to the end of the seventeenth century.

MRS. MARICHAL.

*Prerequisite:* Spanish 31, 32; 34, 35; or 25 with permission of the instructor.

45-1. CONTEMPORARY SPANISH LITERATURE [4 sem. hrs.]

Beginning with the Generation of 1898 and continuing through the more recent contemporary writers, essays and novels dealing with the essential themes of our time are discussed and related to the thought of other leading European writers.

MRS. HELMAN.

*Prerequisite:* Spanish 31, 32; 34, 35; or 25 with permission of the instructor.

\* Not divisible except by special permission.

† Offered in alternate years.



## LATIN, ART

### [46-2. THE SEARCH FOR AMERICA IN MODERN SPANISH AMERICAN LITERATURE [4 sem. hrs.]

The major writers are studied for their interpretation and criticism of the life, thought, and institutions of the other Americas, in relation and in contrast to those of Spain and of the United States.

*Prerequisite:* Spanish 31, 32; 34, 35; or 25 with permission of the instructor.  
Not offered in 1960-61.]

### 47-2. ADVANCED LANGUAGE AND STYLE [4 sem. hrs.]

Intensive practice in written and oral expression is combined with a comprehensive review of basic forms and constructions. The problems of literary translation are illustrated by stylistic exercises in translating both from Spanish to English and from English to Spanish.

MRS. HELMAN.

*Prerequisite:* Spanish 31, 32; 34, 35; or 25 with permission of the instructor.

## LATIN

### 21-1, 22-2. MAJOR LATIN WRITERS [4 or 8 sem. hrs.]

Reading and discussion of certain major writers intended for those who wish to continue Latin beyond secondary school. During the first semester prose, including Cicero's essays, Pliny, Sallust, and Livy, is considered. The second semester is devoted to drama and poetry: Terence, Plautus, Virgil, Ovid, Horace, Catullus, and Lucretius. Throughout each semester the stress is on the literary value of these authors and on their contribution to Western culture. The texts studied will vary according to the preparation and interests of the class.

MR. ADDELSON.

*Prerequisite:* three or more years of secondary-school Latin, or, if less than three years, consultation with the instructor.

*Offered:* as a year course, though either semester may be taken separately.

## ART

### 20-1, 2. INTRODUCTION TO THE ARTS [4 sem. hrs.]

This course acquaints the student with the painting, sculpture, and architecture of the four periods of major importance in the history of Western art: ancient, mediaeval, renaissance, and modern. Transition between these periods is rapid, and the emphasis is upon study and appreciation of masterpieces themselves, not on aesthetic theory. Offered for those who will continue further in the arts as well as for those whose programs allow only one semester of art. Museum guidance through the Boston collections.

MR. BUSH.

### 21-1. THE ITALIAN RENAISSANCE [4 sem. hrs.]

The painting, sculpture, and architecture of the period that produced Da Vinci, Michelangelo, and Titian. The emphasis is upon the contributions of these artists to the art of the present. This course leads into the baroque period and can serve as an introduction to the study of modern art. Museum guidance through renaissance collections in Boston.

MR. BUSH.

## 22-2. ARTS OF THE FAR EAST

[4 sem. hrs.]

This course follows the oriental tradition from pre-Buddhist sculpture in India to the painting of modern Japan; but it concentrates on the great periods of China — Han, T'ang, and Sung — and on landscape painting in Japan. The class meets one hour weekly in the Division of Asiatic Art of the Museum of Fine Arts to study original material.

MR. BUSH.

## 23-1. ARTS OF THE AMERICAS

[4 sem. hrs.]

After a brief view of the pre-Columbian arts of Latin America, the course includes leading American painters from Copley to Marin, architecture from the colonial styles to Wright, and modern developments in sculpture. Guidance in the American Wing and Karolik Collections of the Museum of Fine Arts.

MR. BUSH.

## 24-2. MODERN ART

[4 sem. hrs.]

Beginning with French Impressionism, this course traces the changing treatment of painted, sculptured, architectural, mechanized, and living forms in the highly individualized arts of the present century. There is an attempt to see what modern art owes to the past and what marks genuine individualism in today's experiments in the arts. Contacts with the Boston collections are made individually or in small groups.

MR. BUSH.

26-2. BAROQUE, ROCOCO, AND ROMANTIC PAINTERS  
OF WESTERN EUROPE

[4 sem. hrs.]

The masters of three centuries are used to illustrate changes in European taste and culture from the Renaissance to the Impressionist eras. Rubens and Rembrandt represent baroque; Velasquez and El Greco, its allied developments. Watteau, Fragonard, and Tiepolo are studied as rococo painters. Delacroix and other "romantic" painters are considered along with major satirical painters like Hogarth, Goya, and Daumier as contributors to modern art and commentators upon society. Occasional reference to sculpture and architecture. Museum guidance in the Boston collections.

MR. BUSH.

## MUSIC

## 20-1, 2. INTRODUCTION TO MUSIC

[4 sem. hrs.]

This course is intended for students who have no previous knowledge of music. The class traces the development of European music, its various forms and their significance to Western culture, from the Pre-Baroque Period to Debussy. A study of the structure of major musical forms, such as the orchestral suite, the concerto grosso, the sonata, and the symphony, and the characteristics of music in various periods. Offered for those who will continue further in music, as well as for those whose programs allow only one semester of music. The discussions are illustrated with guided listening to recordings, study of orchestral scores, attendance at concerts, and collateral readings.

MR. CLEAVES.

## MUSIC

### 21-1. THE CLASSICAL PERIOD\*

[4 sem. hrs.]

The emphasis is upon the music and significance of Haydn, Mozart, and Beethoven. The class considers the major musical forms — the sonata, the symphony, the concerto, and opera — of the Classical composers. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

MR. CLEAVES.

### 22-2. CONTEMPORARY MUSIC

[4 sem. hrs.]

Beginning with the late nineteenth century, the class discusses present-day European and American musical developments, with attention to the various political, social, and economic influences on the modern composer. Discussion of the individual styles of principal modern composers. Guided listening to recordings, study of orchestral scores, attendance at concerts, collateral readings, and individual projects.

MR. CLEAVES.

*Prerequisite:* consultation with the instructor.

### [23-2. INTRODUCTION TO OPERA\*

[4 sem. hrs.]

Discussion of the music and librettos of Mozart's *Magic Flute* and *Marriage of Figaro*, Gounod's *Faus.*, Bizet's *Carmen*, Puccini's *La Bohème* and *Madam Butterfly*, Verdi's *Il Trovatore* and *Aida*, Wagner's *Tristan and Isolde*, Berg's *Wozzeck*, and Menotti's *The Saint of Bleeker Street* and *Amahl and the Night Visitors*. Guided listening to recordings, study of musical scores and librettos, attendance at concerts, collateral readings, and individual projects.

Not offered in 1960-61.]

### 24-2. THE ROMANTIC PERIOD

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the principal musical forms — the symphony, the concerto, the solo song, pianoforte music, and opera — in the Romantic Period from Beethoven to Debussy, and includes such composers as Brahms, Tchaikovsky, Chopin, Schumann, and Berlioz. Guided listening to recordings, study of orchestral scores, attendance at concerts, and collateral readings.

MR. CLEAVES.

### 25-1. BACH AND BEETHOVEN\*

[4 sem. hrs.]

An intensive semester course analyzing and discussing the music written by J. S. Bach and Beethoven, stressing their contributions to music and influence in music history. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

MR. CLEAVES.

*Prerequisite:* consultation with the instructor.

### [26-1. THE SYMPHONY FROM HAYDN TO STRAVINSKY\*

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the development of the symphony as a musical form from Haydn, Mozart, and Beethoven through the nineteenth century to the twentieth century. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Not offered in 1960-61.]

\* Offered in alternate years.

## [27-2. THE CONCERTO\*

[4 sem. hrs.]

This course is devoted to an analysis and discussion of the development of the concerto as a musical form from 1600 through the eighteenth and nineteenth centuries to the twentieth century, and includes such composers as J.S. Bach, Mozart, Beethoven, Schumann, Mendelssohn, Brahms, Grieg, Tschaikovsky, Menotti, Honegger, Walton, Berg, and Stravinsky. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Not offered in 1960-61.]

## [28-1. THE MUSIC OF BEETHOVEN

[4 sem. hrs.]

An intensive semester course analyzing and discussing Beethoven's symphonies, concertos, piano sonatas, the opera *Fidelio*, and the *Missa Solemnis*. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Not offered in 1960-61.]

## SOCIAL STUDIES

## 10-0. THE DEVELOPMENT OF CONTEMPORARY SOCIETY

[8 sem. hrs.]

A course designed to provide a basic part of the general education of the student. The class studies the development of western civilization in order to gain an appreciation of the role of modern institutions and a perspective with which to view the culture in which we live. Emphasis is on cultures and institutions in significant periods, rather than history as such. Instruction is carried on in relatively small discussion groups and is supplemented by lectures, visual aids, and reading in original sources and literary works. The course provides a foundation for further work in the social studies, but may be elected at any point in a student's college career.

MR. TOLLEFSON, MR. KAHL, MR. HAWTHORNE, MR. HUNTER, MR. HALKO, MRS. MILBURN, MR. EDELSTEIN.

## 40-0. SEMINAR IN SOCIAL RESEARCH

[8 sem. hrs.]

The purpose of this seminar is to give its members an understanding of the process of social research by having them participate, as a group, in an investigation of a particular social problem within such general areas as housing, urban redevelopment, public health, and industrial relations. The specific subjects investigated vary from year to year with the interests of the seminar members and the changing social situation.

MR. ———.

## HISTORY

## 21-1, 22-2. HISTORY OF AMERICAN CIVILIZATION

[4 or 8 sem. hrs.]

*History 21* is the history of the development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction Period.

*History 22* covers the development of American life since the Civil War and the reorientation of democracy from agrarian to urban problems as America comes of age as a society and as a world power.

Outside reading and class discussion supplement the lectures throughout the year.

MR. HAWTHORNE, MR. HALKO, MR. EDELSTEIN.

*Offered:* as a year course, or either half may be taken separately.

*Offered in alternate years.*



## HISTORY

### 23-2. UNITED STATES COLONIAL HISTORY [4 sem. hrs.]

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776.

MR. HALKO.

### 24-1. ENGLISH HISTORY [4 sem. hrs.]

A history of England from 1485 to the present with emphasis on the nineteenth and twentieth centuries. The course attempts to introduce the student to the growth of individual freedom in England and the contributions of English institutions to contemporary civilization. Reading in historical sources and contemporary literature.

MR. KAHL.

### 25-1. RENAISSANCE AND REFORMATION\* [4 sem. hrs.]

A study of the social, economic, religious, and cultural development of Europe during the period 1300-1600. The Renaissance and Reformation are not treated as isolated phenomena but as a crucial stage in opening up the forces which were to shape modern society. The student becomes acquainted with the important political, philosophical, religious, and literary works of the period.

MR. KAHL.

### 26-2. SEVENTEENTH AND EIGHTEENTH CENTURY EUROPE\* [4 sem. hrs.]

A study of European society; its economic and social foundations, its moral values, and its intellectual climate from about 1600 through the French Revolution. Special emphasis is placed upon the maturity, decline, and demise of the old regime in France. Source readings and class discussions.

MR. HUNTER.

### 27-1. NINETEENTH CENTURY EUROPE [4 sem. hrs.]

The political, economic, social, and cultural development of Europe between the peace settlements of Vienna and Versailles. Readings from the novels and on the political leaders of the period.

MR. HUNTER.

### 28-2. TWENTIETH CENTURY EUROPE [4 sem. hrs.]

This course appraises the efforts to reach a settlement after World War I, investigates the attempts of the several states to cope with the complexities of modern society, and examines the causes and aftermath of World War II. Parallel readings are offered to students interested in taking *Government 30* and *History 28* concurrently.

MR. KAHL.

### [29-1. ANCIENT HISTORY\* [4 sem. hrs.]

This course is devoted essentially to a study of Greek and Roman societies. It emphasizes their intrinsic importance and also their inheritance from their past, their relation to their contemporary civilizations, and their legacy to history and our present society. Corollary readings, discussions, and a term paper.

Not offered in 1960-61.]

\* Offered in alternate years.

## [30-1. A HISTORY OF THE PACIFIC AREA\*]

[4 sem. hrs.]

A survey of the political and social problems of China, Japan, Indonesia, and the Philippines during the past century. Special emphasis is placed on the economic and political interests of Great Britain, Germany, Russia, and the United States in the Pacific Area and the reaction of the Far East to Western imperialism.

Not offered in 1960-61.]

## 31-2. AMERICAN FOREIGN POLICY

[4 sem. hrs.]

America in world politics from 1939 to the present, with special emphasis on current problems in American foreign relations. Work in the course includes a research project and a paper.

MR. HAWTHORNE.

## 33-1. THE AMERICAN MIND

[4 sem. hrs.]

A critical analysis of the development of American attitudes and ideas in the nineteenth and twentieth centuries; a seminar in American intellectual history. Extensive reading, a major critical paper, and an examination on the reading.

MR. HAWTHORNE.

*Prerequisite:* course work in American history or literature.

*Enrollment:* limited to twenty-five students.

## 35-2. MODERN RUSSIA

[4 sem. hrs.]

A study of the development of Russia's social, cultural, political, and economic institutions, with special emphasis on evidences of similarity and contrast between the Imperial and Soviet periods. Readings from Russian literature. Class discussions and a term paper on contemporary Russia.

MR. HUNTER.

## ECONOMICS

## 20-0. CONTEMPORARY ECONOMIC SOCIETY

[8 sem. hrs.]

A general introduction to the basic principles governing the operation of our economy. The course introduces the student to the primary laws of economics through a description of the operation of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government finance, depressions, inflation, income distribution, and international trade are included. A basic course for students in the School of Social Science. Lectures and discussion. Occasional reports.

Members of the Department.

## 21-1. CONTEMPORARY ECONOMIC SOCIETY

[4 sem. hrs.]

A briefer survey of the field covered by *Economics 20*. Discussion and reports. For students not in the School of Social Science. This course should *not* be taken by freshmen who intend to enter the School of Social Science.

Members of the Department.

## 31-0. BUSINESS AND SOCIAL MEASUREMENTS

[8 sem. hrs.]

This course introduces the concepts and methods of quantitative measurements useful in analyzing problems encountered in the social sciences and business. Included are the meas-

\* Offered in alternate years.

## ECONOMICS

urements of a firm's financial condition and the basic methods of statistical analysis: data collection and presentation, reliability of sampling, central tendency and dispersion, and correlation. This course is basic to advanced courses in economics and psychology. Lectures, discussion, and laboratory.

MR. NICHOLS.

BUSINESS STATISTICS, SEE *Business 54*.

### 35-1. AMERICAN FINANCIAL INSTITUTIONS\* [4 sem. hrs.]

This course includes financial problems of current and historical interest. A study of the nature of money and its creation by government and the banking system is followed by an examination of a few historically important financial controversies, such as those concerning the assumption of the Revolutionary debt, the Second Bank of the United States, and "free silver," in order to provide a background for other financial issues of current importance, which comprise the remainder of the course. Causes of and remedies for inflation, war finance, tax policies, local government finance, and the like comprise the latter topics. Discussion and reports.

MR. \_\_\_\_\_.

*Prerequisite: Economics 20 or 21.*

### 36-1. LABOR PROBLEMS [4 sem. hrs.]

A survey of the history and present status of wage earners and of programs of improvement operating through public opinion, government, and the organized relations of workers and employers. Discussion and lectures by the instructor and by guest speakers representing labor, industry, and government.

MR. \_\_\_\_\_.

*Prerequisite: Economics 20 or 21.*

### 38-1. ECONOMICS OF CONSUMPTION [4 sem. hrs.]

This course includes a study of the influences acting on the consumption of wealth. Treatment of the subject involves a consideration of the place of consumption in the economic system; an analysis of the forces that determine how, what, where, and why consumers buy; an investigation into the structure of the market in which consumers buy; and a critical study of the methods — legislative, coöperative, and otherwise — to improve the position of consumers. Discussion and reports.

MR. NICHOLS.

*Prerequisite: Economics 20 or 21.*

### [39-1. INTERNATIONAL TRADE\* [4 sem. hrs.]

An explanation of the economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. A survey of commercial policy in the United States, relating tariff and other trade policies to their political background. How goods and services are paid for between nations; the effect of trade on prices and production. Current problems brought about by the depression of the 1930s, World War II, and international tensions since that time. Discussion and reports.

*Prerequisite: Economics 20 or 21.*

Not offered in 1960-61.]

\* Offered in alternate years.

41-2. INTERMEDIATE ECONOMIC THEORY\*

[4 sem. hrs.]

This course is concerned with developing a grasp of the main principles controlling the operation of the economy, and is designed to go beyond description of economic institutions into the area of analysis; beyond the question "How does the economy work?" to "Why does it work that way?" The theory of price is developed in different types of competitive situations and applied to products, wages, rents and other incomes, and to over-all problems of the price level and total output

MR. \_\_\_\_\_.

42-2. INVESTMENTS\*

[4 sem. hrs.]

This course is closely related to *Economics 43, Corporation Finance*. It is a study of securities from the investor's point of view and includes securities issued by business enterprises of various types and by governmental units. The course covers investment programs, methods of evaluating individual securities, the markets for securities, and factors affecting the levels of security prices.

MR. NICHOLS.

[43-2. CORPORATION FINANCE\*

[4 sem. hrs.]

This course surveys the problems and policies of the modern corporation in the field of finance. It deals with the methods of attracting the original capital, determining the proper capitalization, types of securities and marketing them. It also deals with financing the current operations of the business enterprise, sources and uses of short-term credit, distribution of the corporate income, expansion, consolidation, and failure. Government control of corporate financing is included.

Not offered in 1960-61.]

SOCIOLOGY

20-1, 2. INTRODUCTION TO SOCIOLOGY

[4 sem. hrs.]

The nature of social institutions; the comparability of all societies; the influence on social structure of cultural tradition (science, religion, ideology); some aspects of social change. Main emphasis on present-day United States.

MR. JOHNSON, MRS. THEODORE.

31-2. THE FAMILY

[4 sem. hrs.]

The structural principles necessary in all kinship systems, with brief treatment of the most important ranges of variation. Readings on marriage and the family in various societies. Main emphasis on courtship, marriage, and the family in the United States; basic structural characteristics, trends of change, and "practical" problems insofar as sociology can illuminate them.

MRS. THEODORE.

*Prerequisite: Sociology 20.*

32-1. ETHNIC-GROUP RELATIONS IN THE UNITED STATES

[4 sem. hrs.]

Motivation of prejudice, discrimination, and reform analyzed in relation to important aspects of cultural tradition and social structure. Emphasis on trends and on important implications for the dominant group as well as for the minorities selected (Negroes, Mexicans,

\* Offered in alternate years.



## GOVERNMENT

Chinese, Japanese, American Indians, Jews). Comparative reference to minority problems in certain other countries (South Africa, Brazil, Soviet Union, Germany). Selected reading from several books. Short term paper.

MR. JOHNSON.

### 33-2. ANTHROPOLOGY

[4 sem. hrs.]

Detailed study of the social organization and process in three non-literate societies from different areas of the world.

MR. JOHNSON.

*Prerequisite: Sociology 20.*

### 40-1. INTRODUCTION TO THE FIELDS OF SOCIAL WORK

[4 sem. hrs.]

The study of the fields of social work, their background, and present status and goals. A discussion group whose objective is to acquaint students with the social agencies and institutions, and the conditions and concepts from which they have emerged. Field trips to observe welfare work.

Open to third- and fourth-year students and to graduate students who are interested in social work and allied fields.

MR. RUTHERFORD, MISS KELLEY.

## GOVERNMENT

### 21-1. GOVERNMENT IN THE UNITED STATES — FEDERAL SYSTEM

[4 sem. hrs.]

The problems and the operations of the national American government are analyzed by examining the role of such factors as public opinion, pressure groups, and parties in the legislation and the administration of public policy. Sources for this study may include readings from various historic and critical works, lectures on particular problems, and documented films. A large portion of the course work is devoted to a paper based upon research and observations on some particular aspect of these governmental functions and problems. In the past, studies have been made of elections, propaganda, and regional administration.

MRS. MILBURN.

### 22-2. GOVERNMENT IN THE UNITED STATES — STATE AND COMMUNITY

[4 sem. hrs.]

An examination of the policy-making process and governmental problems experienced by state and by city and town governments. The major emphasis is upon the systems in the Commonwealth of Massachusetts and the urban centers around Boston. Some of the problems include governmental responsibility and authority, constitutional changes, transportation, urban development and planning, housing, and health. Besides lectures on specific problems, students consult various books on state and community governments, studies of several states and metropolitan areas, and publications of the states and urban centers. A portion of the work for the course includes observations of some phases of each governmental system in action.

MRS. MILBURN.

## [23-1. CLASSICAL AND EARLY MODERN POLITICAL THEORY\* [4 sem. hrs.

This course seeks to introduce the student to the central themes and principles of classical political thought, Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and Enlightenment. Among the philosophers considered are Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Rousseau.

Not offered in 1960-61.]

## 24-1. POLITICAL THEORY DURING THE LAST TWO CENTURIES\* [4 sem. hrs.

The main tendencies in political thought during the last two centuries are considered, in particular the underlying principles of the historical, positivist, and existential schools of thought. Among the philosophers and thinkers are Mill, Marx, Nietzsche, Freud, Dewey, Niebuhr, and Kelson. The course concludes with an examination of the principles underlying the behavioral and social sciences today.

MR. TOLLEFSON.

## 30-2. GOVERNMENTS IN THE MODERN WORLD — EUROPEAN [4 sem. hrs.

A consideration of the two extreme patterns for governmental structure, representative democracy and dictatorship. The institutions and procedures through which governmental decisions are made are examined. Included in the study are some of the western and the eastern European states. After a view of each country's system, some comparative analyses are made of the decision-making process in the several countries. Sources for the study include a number of descriptive books and the observations of visiting experts on some of these countries.

MRS. MILBURN.

## [32-2. INTERNATIONAL RELATIONS\* [4 sem. hrs.

This course includes an examination of the following: the nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state, such as geography, economic development, population, ideology, nationalism, and the like; the limitations of international law, organization and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, such as the East-West conflict, the Near East, South-East Asia, the Soviet Union and its satellites, Western European unity; and problems, such as disarmament, atomic energy, and east-west trade.

Not offered in 1960-61.]

## 40-2. PUBLIC ADMINISTRATION\* [4 sem. hrs.

A study of the basic principles, practices, and problems of administrative organization and management in modern American governmental units. Personnel, purchasing, public relations, finance, and related fields are included.

MR. TOLLEFSON.

AMERICAN FOREIGN POLICY, *SEE History 31-2.*

\* Offered in alternate years.

PHILOSOPHY AND PSYCHOLOGY

PHILOSOPHY

20-1. INTRODUCTION TO PHILOSOPHY

[4 sem. hrs.

Lectures and discussions are primarily designed to provide a fairly precise logical understanding of some of the more persistent problems — metaphysical, epistemological, and ethical — of the Western tradition. At the same time, the attempt is made to relate the more important currents of thought to the development of the natural and the social sciences.

MR. ANDERSON.

21-1. INTRODUCTION TO SOCIAL ETHICS

[4 sem. hrs.

Important classical theories of moral obligation-idealism, voluntarism, rationalism, hedonism — are studied and criticized in terms of their capacity to clarify practical thinking within concrete situations of choice, both personal and social. The significance of theoretical differences between alternative conceptions of right action and the good society is illustrated by use of class discussion of selected problems that are of current interest.

MR. ANDERSON.

22-2. INTRODUCTION TO THE PHILOSOPHY OF RELIGION

[4 sem. hrs.

After an introductory study of some aspects of the religious life of primitive man, followed by a comparative consideration of some features of the major religions of the world, the course attempts to develop a general understanding of selected problems of religious philosophy that are prominent in contemporary society.

MR. ———.

23-1. RECENT PHILOSOPHICAL TRENDS

[4 sem. hrs.

A comparative and critical study of some of the conflicting philosophical persuasions advanced by leading thinkers of the nineteenth and twentieth centuries. While strong emphasis is placed on the logical analysis of metaphysical, epistemological, and ethical questions, it is also a central aim of the course to relate the various theories in question — whether Idealism, Positivism, or Pragmatism — to the contemporary socio-cultural situation.

MR. ANDERSON.

*Prerequisite:* permission of the instructor. Previous completion of *Philosophy 20* or *21* is highly recommended.

24-2. LOGICAL THOUGHT AND SCIENTIFIC PROCEDURE

[4 sem. hrs.

An extended examination of the logical structure of deductive and inductive patterns of thought. While some time is devoted to preliminary work with elementary techniques of propositional and class logic, stress is also placed on questions more directly connected with the construction and verification of hypotheses, the clarification of language, the experimental use of definitions, the grounds of belief, scientific data, and the limitations of scientific theory.

MR. ———.

*Prerequisite:* permission of the instructor.

PSYCHOLOGY

20-1, 2. INTRODUCTION TO PSYCHOLOGY

[4 sem. hrs.

The student becomes familiar with the methods of investigating problems in the field of human behavior. She studies the wide range of accumulated data on individual differences

in personality and intelligence and the use made of psychological data in personal, vocational, and social guidance.

MR. DEANE, MR. NEEDHAM, MISS JONES, MR. \_\_\_\_\_.

### 30-1, 2. CHILD PSYCHOLOGY

[4 sem. hrs.

This course aims to acquaint the student with a valid body of knowledge about children, and to develop skill in the application of this knowledge to problems of child care and guidance. The course also intends to develop the student's ability to evaluate critically current theories (and fads) of child behavior.

MR. DUNBAR, MR. \_\_\_\_\_.

*Prerequisite: Psychology 20.*

### 31-1, 2. THE PSYCHOLOGY OF ADJUSTMENT

[4 sem. hrs.

This course is concerned with the factors which affect the development of personality leading to normal adjustment or to maladjustive and neurotic behavior. Emphasis is put on the process of learning as the basis both for normal and abnormal behavior patterns and for the relearning basic to psychotherapy

MISS JONES.

*Prerequisite: Psychology 20.*

### 33-2. THE PSYCHOLOGY OF ADOLESCENCE

[4 sem. hrs.

This course has aims similar to those described for *Psychology 30*, but with adolescents as the object of study. *Psychology 33* should be of special value to students preparing for secondary school teaching or guidance, or for school or college personnel work

MR. DUNBAR.

*Prerequisite: Psychology 20.*

### 40-2. SOCIAL PSYCHOLOGY

[4 sem. hrs.

The study of attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict.

Lectures, reading, discussion sections, and individual study projects.

MR. NEEDHAM.

*Prerequisite: Psychology 20 and Sociology 20 or Psychology 31.*

### 41-1. PRINCIPLES OF PSYCHOLOGICAL MEASUREMENT

[4 sem. hrs.

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration.

MR. DEANE.

*Elective* for fourth-year students with the approval of the instructor.

*Prerequisite: Psychology 20 and Economics 31.* Recommended: an additional elective in psychology.

*Enrollment:* limited to thirty students

### 42-2. SEMINAR IN CLINICAL PSYCHOLOGY

[4 sem. hrs.

The theoretical considerations of a dynamic approach to the study of human behavior are applied in this course through scoring and interpreting Thematic Apperception and Ror-



## SCIENCE

schach protocols. In conjunction with this, case histories illustrating the major symptom-syndromes are analyzed from a diagnostic and therapeutic viewpoint.

Each student is required to present interpretive material giving evidence of understanding of psychodiagnostic procedures and of fundamental psychotherapeutic principles.

MR. DEANE.

*Elective* for fourth-year students with the approval of the instructor.

*Prerequisite:* *Psychology 31* and *41*, plus an additional elective in psychology.

*Enrollment:* limited to fifteen students.

### A-1. ELEMENTS OF PSYCHOLOGY

A general survey of aims, methods, and findings of psychology with reference to the social bases of behavior, motivation, and the essentials of the learning process. Particular emphasis is placed on individual differences, personality development, and mental hygiene as related to nursing.

For students in program V in the School of Nursing.

MR. CURRAN.

## SCIENCE

### 11-0. LIFE SCIENCE

[8 sem. hrs.]

Topics include: the generalizations of biology; certain aspects of biology which have a direct bearing on human welfare; a brief introduction to the variety of living things, their inter-relatedness, their importance in the evolutionary and biological schemes, and their economic importance to man. These are presented by lectures and discussion with a minimum of technical detail.

A terminal course for students who will *not* elect further courses in biology.

Students enrolled in or intending to enroll in the Schools of Home Economics, Nursing, or Science, or in the medical secretarial or medical record administration programs should elect *Biology 10*.

MR. NIXON.

### 12-1. PHYSICAL SCIENCE I

[4 sem. hrs.]

For the majority group who do not expect to become professional scientists, but will find their future work and environment affected more and more by physical science. This course explains how the scientist thinks, what his methods are, gives his underlying philosophy, and some of his achievements. The material is drawn from the fields of physics, chemistry, astronomy, geology, and meteorology. Prerequisites are a lively curiosity and a willingness to apply scientific logic.

Freshmen electing this course will follow it with *13-2*.

MR. FISHER.

### 13-2. PHYSICAL SCIENCE II

[4 sem. hrs.]

A continuation of Physical Science I.

MR. FISHER.

*Prerequisite:* For freshmen, *Science 12*.

## BIOLOGY

## 10-0. GENERAL BIOLOGY

[8 sem. hrs.]

A broad introductory course designed to develop an appreciation of the structure, functions, general biological laws, and theories about living organisms. Biological principles of importance to the individual and society are emphasized. Topics covered include the history of biology; the cell doctrine; the relationships of organisms to one another and to their environment; a survey of classification, structure, and physiology of plants and animals; and the principles of embryology, heredity, and evolution. Laboratory study of both plants and animals illustrates the application of many biological principles.

This course is open to and recommended for all students wishing to obtain a background of biological knowledge and fulfills the requirements for further courses in biology.

MR. SOLINGER, MISS CORLISS, MRS. MANGANARO, MISS SNYDER.

## 12-1. GENERAL BIOLOGY

[4 sem. hrs.]

The topics covered in this brief elementary course include a survey of the major plant and animal groups; plant structure and physiology; a more detailed consideration of animal physiology; and discussions of the basic principles of significance to an understanding of biology.

For certain students in the Schools of Nursing (N.IV) and Business.

Not open to first-year students.

MR. NIXON.

## 20-2. ELEMENTARY PHYSIOLOGY

[4 sem. hrs.]

An elementary study of the basic principles of physiology, with emphasis on nutrition.

MR. NIXON.

*Prerequisite: Biology 10 or 12.*

## 21-2. MICROBIOLOGY

[4 sem. hrs.]

A survey of the nature and types of microorganisms, the methods of effective microbial control, and theoretical and practical immunology. The microorganisms causing important human diseases are studied in detail.

MRS. COOMBS, MISS WHITESIDE.

*Prerequisite: Biology 10 and at least one year of college chemistry.*

## 22-1. HUMAN ANATOMY

[4 sem. hrs.]

The principles of structure of the human body, both gross and microscopic, together with an elementary presentation of human embryology, are discussed by lectures and recitations. The laboratory work includes the dissection of the cat as a typical mammal, with emphasis on comparisons to human structure.

MR. SHEPRO.

*Prerequisite: Biology 10.*

## 23-0. VERTEBRATE MORPHOLOGY

[8 sem. hrs.]

This course presents the essential features of the many phases of morphology encountered in the usual courses of comparative anatomy, histology, and embryology. It is offered as an integrated unit to give the biology major a more thorough grasp of functional vertebrate anatomy. Emphasis is placed on the gross, micro, and developmental anatomy of

## BIOLOGY

representatives from each vertebrate class together with the evolutionary history of the vertebrates.

MR. SHEPRO.

*Prerequisite: Biology 10.*

### 31-2. GENERAL PHYSIOLOGY

[4 sem. hrs.

This course presents a broad picture of vital functions, and considers the nature and present status of the basic problems and methods of physiology. It emphasizes the principles of physiology common to most organisms and the general phenomena of life which have been successfully analyzed in physicochemical terms.

For students in the School of Science.

MR. SOLINGER.

*Prerequisite: Biology 10 and Chemistry 11 or 12.*

### 32-1. BASIC BACTERIOLOGY

[4 sem. hrs.

The fundamentals of bacterial cytology, morphology, classification, and physiology are stressed in this course. The laboratory work is devoted to the development of the essential techniques of microscopic examination and bacterial culture as they are utilized in the study of crude and pure cultures, and in problems of bacterial identification, sanitation, testing of disinfectants and antibiotics.

For students in the School of Science.

MISS WHITESIDE.

*Prerequisite: Biology 10 and at least one year of college chemistry.*

### 34-2. HUMAN PHYSIOLOGY

[4 sem. hrs.

The fundamental facts of physiology, its principles and modes of reasoning, together with certain clinical applications, are studied in this course. Properties of the human body are considered in detail. The laboratory supplements the lectures and includes individual work on contractile and nerve tissues, circulation, respiration, and sense organs.

For students in the School of Nursing and in physical therapy.

MR. RICHARDSON, MRS. MANGANARO.

*Prerequisite: Biology 22 and at least one year of college chemistry.*

### 35-2. COMMUNICABLE DISEASES: PREVENTION AND CONTROL [4 sem. hrs.

A comprehensive study of communicable disease, including causes, epidemiology, characteristics, and methods of control. Chronic infections and those diseases of importance in other areas of the world, as well as those commonly epidemic in this country, are discussed.

For students in the School of Nursing.

MRS. COOMBS.

*Prerequisite: Biology 21 or 32.*

### 41-0. BIOCHEMISTRY

[8 sem. hrs.

This course considers the chemical processes that take place not only in animals, but also in plants and microorganisms. The composition of protoplasm and the intricate biochemical reactions by which it is formed, broken down, and enabled to function, are studied. The principles of physical and organic chemistry upon which biochemistry as such is based, are discussed in detail. Topics covered include proteins, enzymes, biological oxidation, the intermediate and general aspects of metabolism. The laboratory is used to study principles

discussed in lectures, and the application of modern instrumental analysis in biochemical procedures.

MR. RICHARDSON, MISS CORLISS.

*Prerequisite: Biology 31 and Chemistry 31.*

#### 42-2. HEMATOLOGY AND TISSUE TECHNIQUES

[4 sem. hrs.

The first half of this course is devoted to a study of blood morphology and to various blood tests of value in physiological research. The second half teaches the fundamental techniques used in the preparation of tissue and embryological slides. Each student is required to do a special problem to acquaint the class with certain specialized methods; e.g. in vivo staining, maceration, and special agents. Primarily a laboratory course, with supplementary lectures on the principles and chemistry of staining.

MISS THOMAS, MR. SHEPRO.

*Prerequisite: Biology 23 or 22.*

#### 43-2. COMMUNITY HEALTH PROBLEMS

[4 sem. hrs.

A study of community organization for the promotion of health at the state, city, and rural levels. Basic philosophy, principles of organization, and the integration of private and tax-supported agencies for community welfare are discussed. The relationship of environment to health is considered in detail. Selected field problems are a part of the course.

For students in the School of Nursing.

DR. STERNFELD.

#### 45-0. PATHOGENIC BACTERIOLOGY, VIROLOGY, AND IMMUNOLOGY

[8 sem. hrs.

The principles and methods of isolating and identifying pathogenic bacteria and viruses, and the immunologic tests that aid in the diagnosis of human disease are studied. The nature of viruses is presented by lectures, discussions, and performance of the less complicated virological techniques in the laboratory. Emphasis is on the diagnosis of the communicable diseases most important in public health. The principles and methods of communicable disease control are included.

For seniors in the School of Science and others by special permission of the Chairman of the Department.

DR. MACCREADY, MRS. DANIELS.

*Prerequisite: Biology 21 or 32, or the equivalent.*

#### 46-2. MAN: HIS HEREDITY AND EVOLUTION

[4 sem. hrs.

The laws of heredity, their application to human inheritance, and the history, science, and philosophy of evolution, with emphasis on the evolution of man.

MR. NIXON, MR. SHEPRO.

*Prerequisite: Biology 10 or the equivalent.*

#### 47-1. PARASITOLOGY AND MYCOLOGY

[4 sem. hrs.

This course considers two areas: (1) the study of animal parasites — the pathogenic protozoa, the helminthes, and the arthropods that cause or carry disease; (2) the morphology, classification, and physiology of the fungi.

MISS WHITESIDE.

*Prerequisite: Biology 32.*



## CHEMISTRY

### 49-1. APPLIED PHYSIOLOGY

[4 sem. hrs.]

An advanced course designed especially for physical therapy students and presupposing a general knowledge of human physiology. The course consists of two hours of lecture and two three-hour laboratory periods per week and emphasizes those portions of physiology most closely allied to physical therapy; such as peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercises. The laboratory work consists of experimental procedures and demonstrations illustrating the physiological responses to physical agents and their measurement.

MR. RICHARDSON, MRS. MANGANARO.

*Prerequisite:* Biology 34 or its equivalent.

### SEMINAR IN BIOLOGY

A weekly meeting with the staff to discuss topics of current interest in biology. Required of all third- and fourth-year students specializing in biology.

### A-1. ANATOMY AND PHYSIOLOGY

The fundamental structure and functions of the human body are studied in this course. Though dissection is confined to the cat, laboratory materials include human skeletons, life-sized manikins, anatomical models, and preserved specimens.

For students in program V in the School of Nursing.

MISS SNYDER.

### B-1. BACTERIOLOGY

The fundamentals of bacteriology are studied as a basis of the many nursing techniques. The importance of water and milk and their relation to sanitary problems are investigated. The cause, prevention, and control of the infectious diseases are studied in detail.

For students in program V in the School of Nursing.

MRS. COOMBS.

## CHEMISTRY

### 10-0. GENERAL CHEMISTRY

[8 sem. hrs.]

For those who intend to complete their formal study of chemistry in one year. Since both inorganic and organic materials are considered, as well as the fundamental principles upon which the science is based, this course should be chosen by those who wish to study chemistry as a part of a cultural background to professional studies in other areas.

MRS. BRAUNER, MRS. PERKINS, MRS. GROSS, MRS. PRATT.

### 11-0. INORGANIC CHEMISTRY

[8 sem. hrs.]

This course or *Chemistry 12* is prerequisite to all the more advanced courses in chemistry. It includes a study of the more important elements and their compounds and of the theories of the structure of matter and the changes it undergoes. For students who intend to continue the study of chemistry.

MR. NEAL, MISS GRANARA, MRS. PRATT.

### 12-0. INORGANIC CHEMISTRY

[8 sem. hrs.]

For students who have successfully completed a year of chemistry in secondary school and who intend to take more advanced courses in chemistry. This course is devoted to a study of the modern theories which explain and correlate the descriptive facts of chemistry.

MR. TIMM, MRS. GROSS, MRS. PRATT.

## 13-2. QUALITATIVE ANALYSIS

[4 sem. hrs.]

Qualitative analysis is concerned with the methods by which mixtures of inorganic materials are separated and their components identified. In the laboratory the student uses semimicro methods which permit the analysis of rather small amounts of materials. In the classroom the emphasis is on the theories upon which analytical separations are based.

MR. NEAL.

*Prerequisite:* one year of college chemistry.

## 20-1. ORGANIC CHEMISTRY

[4 sem. hrs.]

This course serves as an introduction to the study of organic chemistry for students in the School of Home Economics. It emphasizes those reactions of organic compounds which are of particular interest to these students. The laboratory experiments follow closely the lecture and class work. They are of a descriptive nature and do not include organic preparations required in the training of students majoring in science.

MRS. GROSS.

*Prerequisite:* Chemistry 11 or 12.

## 21-2. BIOCHEMISTRY

[4 sem. hrs.]

The principal classes of organic compounds which make up the structure of living organisms are the carbohydrates, the proteins, and the lipids. These substances also make up the greater part of the food of animals. This course gives the opportunity to study the structure of these materials and the ways in which they are assimilated by animals from their food by digestion through intermediary metabolism to excretion.

It provides the fundamental background for future courses in nutrition and dietetics in the programs of students in the School of Home Economics and also for those students specializing in chemistry who plan to enter fields related to biochemistry. A course in physiology studied previously or in coördination is desirable.

MRS. GROSS.

*Prerequisite:* Chemistry 20 or 31

## 22-1. QUANTITATIVE ANALYSIS

[4 sem. hrs.]

This course presents theories, facts, and laboratory procedures which are used to determine the amounts of the component elements present in various materials. It includes a study of acids and bases, of oxidizing and reducing agents, of indicators, ionization, and electrolysis, and many types of analytical problems. The laboratory work introduces the student to volumetric analysis using standard solutions of acids and bases, permanganate, iodine, and silver; to gravimetric determinations of silver and halides; to electrolytical analysis of copper; and to the determination of hydrogen-ion concentration by the use of indicators and the pH meter. A term paper is assigned.

The course is a brief introduction to the subject, adequate in certain programs, but most students should continue with *Chemistry 23* to complete the usual year course.

MR. BLISS.

*Prerequisite:* Chemistry 11 or 12.

## 23-2. ADVANCED QUANTITATIVE ANALYSIS

[4 sem. hrs.]

A continuation of *Chemistry 22*. The class study takes up the theories of precipitation and of oxidation-reduction, methods of decomposing minerals and alloys and of separating their components, gas analysis, and some optical and electrical instruments used in analytical work. The illustrative laboratory work includes gravimetric determination of barium and sulfate, the analysis of dolomite limestone, the titration of iron by dichromate, the deter-

## CHEMISTRY

mination of protein nitrogen by the Kjeldahl method, the analysis of a gas mixture, and an individual experiment chosen by the student, usually in conjunction with the assigned term paper.

MR. BLISS.

*Prerequisite: Chemistry 22.*

### 24-1. QUANTITATIVE FOOD ANALYSIS [4 sem. hrs.]

The work of this course involves the application of gravimetric, volumetric, and instrumental procedures to the determination of the composition of foods and the detection of adulterants and preservatives. The laboratory work begins with orienting experiments in volumetric and gravimetric analysis and continues with milk, fats, protein, alcohol, and sometimes food colors, preservatives, adulterants, and vitamins.

The course is of particular value to students interested in food chemistry, nutrition, and dietetics. It includes some of the fundamentals of *Chemistry 22* but does not duplicate the work of *Chemistry 23*.

MR. BLISS.

*Prerequisite: Chemistry 20 or 31.*

### 31-0. ORGANIC CHEMISTRY [8 sem. hrs.\*]

A general course designed for those who are taking their major work in science, but open to students in other fields. It emphasizes the fundamental reactions of aliphatic and aromatic compounds. Assigned problems in the synthesis and identification of organic compounds give practice in the application of the principles under study. The laboratory gives practice in the elementary techniques of organic chemistry and in the synthesis of representative compounds.

MISS GRANARA.

*Prerequisite: Chemistry 11 or 12.*

### 40-0. PHYSICAL CHEMISTRY LABORATORY AND INSTRUMENTATION [4 sem. hrs.]

The formal laboratory work illustrates the application of the theories discussed in *Chemistry 41* and develops the techniques used in the physical chemistry laboratories. In addition the theory and operation of the various instruments used in analytical chemistry and in research are given.

MRS. BRAUNER, MISS BRIGHAM.

*Prerequisite: Chemistry 41 (completed or taken at the same time).*

### 41-0. PHYSICAL CHEMISTRY [8 sem. hrs.]

A study of the modern theories of the structure of matter, of the changes which it undergoes, and of the energy relationships involved. These theories correlate the descriptive facts of both inorganic and organic chemistry and constitute one of the most potent means which the chemist uses in the solution of his problems.

MR. TIMM.

*Prerequisite: Chemistry 22, 20 or 31, and Mathematics 21 and 22.*

### 42-0. ADVANCED ORGANIC CHEMISTRY [8 sem. hrs.]

A survey of modern theories of molecular structure with special reference to the relationship of structure to physical properties and reactivity of organic compounds. A survey of the mechanism of organic reactions. Stereochemistry, conformational analysis, and other

\* Class, 6 semester hours; laboratory, 2 semester hours.

topics are included. The laboratory work consists of qualitative methods of analysis of organic compounds in the first semester and advanced synthetic methods in the second semester.

MRS. PERKINS.

*Prerequisite: Chemistry 31.*

#### 43-0. ADVANCED ORGANIC CHEMISTRY

[4 sem. hrs.

This course consists of the class work of *Chemistry 42* without the laboratory work.

MRS. PERKINS.

*Prerequisite: Chemistry 31.*

#### 50-0. UNDERGRADUATE RESEARCH PROJECT

[Credit to be arranged.

This course is open only to fourth-year students specializing in chemistry. During the first semester a modest research problem is selected and a preliminary search of the scientific literature is made before the actual laboratory research is begun. During the second semester the laboratory work required for the solution of the problem is carried out.

Members of the Staff.

*Prerequisite:* consent of the Chairman of the Department.

#### SEMINAR IN CHEMISTRY

Required of all third- and fourth-year students specializing in chemistry. During the first semester elementary quantum theory and nucleonics are discussed in alternate years. In the second semester special topics in organic chemistry are presented by fourth-year students. Insofar as possible talks are given once a month by scientists from industry or other institutions.

Members of the Staff.

#### A-1. CHEMISTRY

For students in program V in the School of Nursing. This course provides the background in chemistry needed for a better understanding of nursing procedures in general and of the functions of the human body in particular.

MR. NEAL.

### MATHEMATICS

#### 10-1. COLLEGE ALGEBRA AND TRIGONOMETRY

[4 sem. hrs.

This course includes work with exponents, equations, logarithms, binomial theorem, variation, progressions, complex numbers; trigonometric functions, identities, conditional equations, and solutions of triangles. This course is to be followed by *Mathematics 23*.

MISS HALL.

*Prerequisite:* two years of high school algebra, and one year of plane geometry, and the approval of the Department.

#### 11-1. COLLEGE MATHEMATICS

[4 sem. hrs.

For students who have successfully completed a full semester of trigonometry or its equivalent. This course includes selected topics in college algebra. It is to be followed by *Mathematics 23*.

MISS WALTER, MR. ———.

*Prerequisite:* two years of high school algebra, one year of plane geometry, and one semester of trigonometry, and the approval of the Department.



## MATHEMATICS

### 12-1. COLLEGE MATHEMATICS

[4 sem. hrs.]

Introduction to logic, sets, groups, fields, and selected topics in college algebra. This course is to be followed by *Mathematics 23*.

MISS WALTER.

*Prerequisite:* two years of high school algebra, one year of plane geometry, and one semester of trigonometry, and the approval of the Department.

### 23-2. ANALYTIC GEOMETRY AND CALCULUS I

[4 sem. hrs.]

Topics covered include basic concepts of analytic geometry as well as conic sections and curve sketching. Elements of differential and integral calculus, solution of problems involving maxima, minima, and areas are also included.

MISS WALTER, MISS HALL.

*Prerequisite:* *Mathematics 10, 11, or 12*, or approval of the Department.

### 24-1. ANALYTIC GEOMETRY AND CALCULUS II

[4 sem. hrs.]

Continuation of *Mathematics 23*. Calculus of algebraic, logarithmic, exponential, and trigonometric functions is included.

MR. \_\_\_\_\_.

*Prerequisite:* *Mathematics 23* or approval of the Department.

### 25-2. ANALYTIC GEOMETRY AND CALCULUS III

[4 sem. hrs.]

Topics in solid analytic geometry. Infinite series, partial derivatives, multiple integration.

MR. \_\_\_\_\_.

*Prerequisite:* *Mathematics 24* or approval of the Department.

### 30-1. DIFFERENTIAL EQUATIONS

[4 sem. hrs.]

This course develops the methods of integration necessary for solving elementary differential equations. The solution of problems in mathematics and science which lead to such equations is also included.

MISS BRIGHAM.

*Prerequisite:* *Mathematics 25* or equivalent.

### 31-1. ADVANCED CALCULUS I

[4 sem. hrs.]

Critical discussion of concepts of the calculus. Solution of mathematical problems involving more than two variables, and selected other topics.

MISS WALTER.

*Prerequisite:* *Mathematics 25* or equivalent.

### 32-2. ADVANCED CALCULUS II

[4 sem. hrs.]

A continuation of *Mathematics 31*.

MISS WALTER.

*Prerequisite:* *Mathematics 31*.

### 35-1. NUMERICAL METHODS I\*

[4 sem. hrs.]

Selected topics from the following: numerical methods for obtaining useful solutions, measures of degrees of approximations, finite differences, open and closed type formulas,

\* Offered in alternate years.

Runge Kutta method, boundary value problems, polynomial approximations; numerical methods of approximating solutions of partial differential equations, and others.

MR. \_\_\_\_\_.

*Prerequisite:* *Mathematics 25* or equivalent.

### 36-2. NUMERICAL METHODS II\*

[4 sem. hrs.]

A continuation of *Mathematics 35*.

MR. \_\_\_\_\_.

*Prerequisite:* *Mathematics 35*.

### 41-2. STATISTICS\*

[4 sem. hrs.]

Frequency distributions and measures of central tendency for the normal and t-distributions; regression and correlation, confidence limits, elements of probability, and significance tests.

MISS HALL.

*Prerequisite:* *Mathematics 25* or equivalent.

### [42-2. MATRICES AND DETERMINANTS\*

[4 sem. hrs.]

Determinants, matrices, and selected topics from the Theory of Equations and Linear Algebra.

*Prerequisite:* *Mathematics 25*.

Not offered in 1960-61.]

### [43-1. APPLIED MATHEMATICS I\*

[4 sem. hrs.]

Selected topics from infinite series; mathematical representation of periodic phenomena; Fourier series and integrals; Laplace transforms; gamma, beta, and error functions; Bessel functions; vector analysis; and others.

*Prerequisite:* *Mathematics 25*.

Not offered in 1960-61.]

### [44-2. APPLIED MATHEMATICS II\*

[4 sem. hrs.]

A continuation of *Mathematics 43*.

*Prerequisite:* *Mathematics 43*.

Not offered in 1960-61.]

### 45-2. SELECTED TOPICS IN ADVANCED MATHEMATICS

[4 sem. hrs.]

The content of this course may be varied from year to year and is determined in part by the needs and interests of the students. This course will be offered only if there is sufficient demand.

MR. \_\_\_\_\_.

*Prerequisite:* Permission of the Department.

### SEMINAR IN MATHEMATICS

Selected topics in mathematics. Required of all third- and fourth-year students specializing in mathematics or in the teaching of mathematics.

Members of the Staff.

\* Offered in alternate years.

PHYSICS

10-1. ELEMENTARY PHYSICS [4 sem. hrs.]

A beginning course in the fundamentals of physics. Four periods for demonstration lectures and discussion of problems and one two-hour laboratory period a week.

The course is particularly intended for nursing students. It is open to any student who desires a general course in physics, but who does not plan to take subsequent courses in the subject. A knowledge of high school algebra and geometry is assumed.

MISS TANK.

11-0. GENERAL PHYSICS [8 sem. hrs.]

For those whose major interest is in physics, chemistry, biology, physical therapy, or technical writing. Demonstration lectures, class discussions, and laboratory work present the fundamental principles of mechanics, heat, sound, electricity, and optics. In the laboratory the instructor places considerable emphasis on the technique and precision of measurements and on the graphical interpretation of results.

MISS BRIGHAM.

*Prerequisite:* one year of college mathematics (completed or taken at the same time).

21-1. ELECTRICITY AND MAGNETISM [4 sem. hrs.]

Electrostatics, electromagnetism, direct and alternating currents, with applications and laboratory work.

MISS TANK.

*Prerequisite:* *Physics 11* and *Mathematics 24* (completed or taken at the same time).

[22-1. OPTICS\* [4 sem. hrs.]

Geometrical and physical optics including thin and thick lenses, reflection, refraction, interference, and polarization, with applications and laboratory.

*Prerequisite:* *Physics 11* and *Mathematics 24* and *25*.

Not offered in 1960-61.]

31-2. ELECTRONICS [4 sem hrs.]

Thermionic emission, electron tubes, semiconductor devices, and various types of electronic circuits. The laboratory work enables the student to become acquainted with the methods of wiring and testing electronic equipment.

MISS TANK.

*Prerequisite:* *Physics 21* and *Mathematics 25* (completed or taken at the same time).

[32-2. SPECTROSCOPY\* [4 sem. hrs.]

Atomic and molecular spectra; photographic methods of recording spectra; and analysis of certain types of spectra, including laboratory.

*Prerequisite:* *Physics 22*.

Not offered in 1960-61.]

34-1. MODERN PHYSICS\* [4 sem. hrs.]

The developments in physics of the last fifty years with particular emphasis on the latter part of this period. Included are atomic theory, atomic spectra, and a brief introduction to quantum mechanics and relativity theory.

MISS TANK, MR. FISHER.

*Prerequisite:* *Physics 11* and *Mathematics 24* (completed or taken at the same time).

\* Offered in alternate years.

40-0. THEORETICAL PHYSICS\*

[8 sem. hrs.

A mathematical discussion of classical physics. This course is basic for advanced work in physics.

MR. FISHER.

*Prerequisite:* *Physics 11* and *Mathematics 30* (completed or taken at the same time).

41-2. NUCLEAR PHYSICS\*

[4 sem. hrs.

Constituent parts of nuclei of atoms; binding energies; stability limits; magnetic moments of nuclei; radiation from nuclei; nuclear reactions, fission, nuclear theory.

MISS TANK.

*Prerequisite:* *Physics 11*, *Mathematics 30* and *31* (completed or taken at the same time).

[45-2. THERMODYNAMICS\*

[4 sem. hrs.

The fundamental relationships between heat and work and of the changes in internal energy, enthalpy, entropy, work content, and free energy that accompany changes in systems.

*Prerequisite:* *Physics 11*, *Chemistry 11* or *12*, and *Mathematics 24* and *25*.

Not offered in 1960-61.]

50-1. RESEARCH IN PHYSICS

[To be arranged.

This course is open to fourth-year students with a sufficient background in physics. The student chooses a suitable research problem, outlines the work to be done, and makes a preliminary search of the literature. The research is then carried out and a full report written.

Members of the Staff.

*Prerequisite:* consent of the Chairman of the Physics Department.

SEMINAR IN PHYSICS

Current topics in physics. Required of third- and fourth-year students specializing in physics.

Members of the Staff.

The following courses are open to graduate students only, except with special permission of the Director of the School.

103-0. QUANTUM MECHANICS†

[8 sem. hrs.

104-0. ADVANCED ELECTRONICS†

[8 sem. hrs.

105-0. RESEARCH

[8-16 sem. hrs.

107-0. PHYSICS OF THE SOLID STATE†

[8 sem. hrs.

PHYSICAL THERAPY

PHYSICAL THERAPY LECTURES

An introductory survey of the field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Children's Hospital Medical Center. Required for third-year students in the physical therapy program

\* Offered in alternate years.

† Students may register for either half for four semester hours of credit.



## PHYSICAL THERAPY

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3, respectively, following the dashes, to correspond to the semesters in which the courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

### 30-12. ADVANCED HUMAN ANATOMY [12 sem. hrs.]

An advanced course for physical therapy students in which the laboratory dissection of anatomical material is combined with a series of lectures to correlate the anatomy of the skeletal and neuromuscular systems with the functional considerations. A complete dissection in the laboratory by the students under the supervision of an instructor enables them to learn the structure of the entire human body. 210 hours.

DR. TROTT and assistants.

### 32-2. PSYCHOLOGY OF THE HANDICAPPED [1 sem. hr.]

Psychology as applied to individual differences, development, growth, and adjustment. Introduction to psychodynamic mechanisms with special reference to disease and trauma. 15 hours.

Members of the Department of Psychiatry, Massachusetts General Hospital.

### 33-23. ORTHOPEDIC AND GENERAL SURGERY [4 sem. hrs.]

Lectures are given by the Orthopedic and General Surgery staffs of the Children's Hospital Medical Center covering the general scope, principles, and clinical aspects of each specialty. Presentation of clinical material is augmented by the demonstration of cases, X-rays, and slides. 40 hours of lectures, and required practice.

DR. GREEN, DR. TROTT, DR. SCHUSTER, and associates.

### 34-3. NEUROLOGY [1 sem. hr.]

Review of neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting locomotion, with symptomatology and treatment. 15 hours of lectures, and required practice.

DR. WATKINS.

### 35-3. MEDICINE [1 sem. hr.]

Illustrated lectures on general medicine with special emphasis on those conditions in which physical therapeutic measures are effective. 25 hours of lectures, and required practice.

DR. HAGGERTY, DR. LORENTZ, and associates.

### 36-3. PSYCHIATRY [1 sem. hr.]

Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. 15 hours of lectures.

DR. GALDSTON.

### 37-2. PATHOLOGY [2 sem. hrs.]

Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. 30 hours.

DR. COHEN.

38-1. APPLIED PHYSICS

[1 sem. hr.

Basic kinetics, hydrodynamics, radiation, thermodynamics, and electricity as applied to the principles and practice of physical therapy. 15 hours.

DR. SHRIBER.

*Prerequisite: Physics 11.*

39-2. ELECTROTHERAPY

[2 sem. hrs.

This course covers physical and physiological effects of various electrical currents of diagnostic and therapeutic value. The indications for use and technique of applications are taught, including clinical practice under close supervision in hospital departments of physical medicine. 30 hours of lectures, and required practice.

DR. SHRIBER, MISS KEENAN.

40-1. MASSAGE

[2 sem. hrs.

Principles and techniques of massage, and its application in physical therapy. 10 hours of lectures, 45 hours of practice, and demonstrations.

MRS. ZAUSMER and associates.

41-123. THERAPEUTIC EXERCISE

[3 sem. hrs.

The study of joint motions and muscle function, and different types of exercise, with the principles governing their use; technique of the application of exercise in the treatment of specific conditions such as faulty body mechanics, neuromuscular and circulatory disorders, and disturbances of motor function resulting from injury or illness; special emphasis on the evaluation of muscle power in paralytic disabilities, and in muscle training in the restoration of function. 30 hours of lectures, 75 hours of practice, and demonstrations.

MISS COGLAND, MRS. ZAUSMER, MISS WARREN, MISS IONTA.

42-3. HYDROTHERAPY

This course includes lectures and demonstrations on the use of water in the treatment of disease. The physiological principles involved and the methods of use are discussed. Clinical practice includes the use of an exercise pool. 5 hours of lectures, 15 hours of practice, and demonstrations.

MISS COGLAND and associates.

43-3. ETHICS AND ADMINISTRATION

[1 sem. hr.

Instruction in medical ethics for physical therapists. Discussion of the administration of physical therapy departments in different organizations and institutions. 15 hours of lectures.

MISS COGLAND, MISS WARREN, MISS IONTA, and associates.

44-23. CLINICAL PRACTICE

[8 sem. hrs.

This course provides the students with experience in administering the techniques of physical therapy under the supervision of the instructors in these subjects. Patients are treated in the wards and clinics of the Children's, Massachusetts General, and Peter Bent Brigham Hospitals, and the Massachusetts Infantile Paralysis Clinic and the Bay State Medical Rehabilitation Clinic. Some practice is carried concurrently with the second semester classes, but the greater part comes in the final term along with special clinical instruction. 600 hours.

MISS COGLAND, MRS. ZAUSMER, MISS WARREN, MISS IONTA, MISS EIDEN, and associates.

## ORTHOPTICS, MEDICAL TECHNOLOGY

### 45-23. ORIENTATION TO NURSING TECHNIQUES

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; and other nursing procedures with which physical therapists should be familiar.

MISS HURLEY, MISS GASSMAN.

### 46-3. CEREBRAL PALSY

[1 sem. hr.]

This course presents the neurologic and pathologic mechanisms, as well as the clinical aspects and the details of physical therapy in cerebral palsy. 15 hours of lectures. Visits are made to the Nursery School of the Cerebral Palsy Unit of the Children's Hospital Medical Center.

DR. BANKS, MISS LANE, and associates.

### 47-3. FUNCTIONAL TRAINING

[1 sem. hr.]

A comprehensive study of the methods and materials used in teaching functional activities to the handicapped. The course includes functional evaluation tests, gait correction, and remedial and recreational activities for children and adults with limited muscle power. Students have opportunities for field trips, observation, and practice at local clinics. 15 classes.

MISS STAATS and associates.

### 48-3. OCCUPATIONAL THERAPY

Principles and application. 15 hours.

Members of the Occupational Therapy Department, Massachusetts General Hospital.

## ORTHOPTICS

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary (except *Orthoptics 43* which is given at the Harvard Medical School) and are not open to students in other programs of the College.

### 43. PHYSIOLOGICAL OPTICS

[5 sem. hrs.]

Physical and physiological optics are dealt with in this course, which is given at the Harvard Medical School to postgraduate students in ophthalmology. Work on the optical bench is included.

MR. BOEDER.

### 47. ORTHOPTICS

[23 sem. hrs.]

This course consists of actual work with patients under the supervision of the orthoptic technician in charge of the clinic, as well as lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry.

DR. DUNPHY, DR. POLLEN, DR. SLOANE, MISS STROMBERG.

## MEDICAL TECHNOLOGY

Courses in medical technology are held at the Massachusetts General Hospital and are not open to students in other programs of the College. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

### 40. CLINICAL CHEMISTRY

[11 sem. hrs.]

The application of modern analytical chemistry to clinical medicine is covered as is a survey of the broader aspects of human biochemistry. Laboratory work is designed to develop

proficiency in the performance of approximately twenty-five common procedures and some understanding of rare and more complicated analyses.

MISS ROURKE, MISS HOLMES.

#### 41. BLOOD GROUPING AND BANKING

[4 sem. hrs.

The course is devoted primarily to the techniques of blood grouping, Rh typing, and cross-matching tests. Some consideration is given to special testing for blood-group antibodies and the preparation of fractions of blood. An orientation into records, donor requirements, and bleeding technique is given.

DR. RASMUSSEN, MRS. RUSSELL.

#### 42. MEDICAL BACTERIOLOGY

[5 sem. hrs.

Methods for identifying medically important bacteria are given, and the student instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods is given.

DR. KUNZ, MISS BURKE.

#### 43. HISTOLOGIC TECHNIQUES

[3 sem. hrs.

The lectures are devoted to the principles of tissue staining and to the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding are introduced.

DR. CASTLEMAN, DR. TAFT, MRS. GAINES

#### 45. GENERAL DIAGNOSTIC METHODS

[5 sem. hrs.

The course begins with instruction in the collection of samples of both venous and capillary blood. Six weeks are devoted to hematology. In addition to the simpler screening techniques considerable time is spent on the morphology of stained films of peripheral blood and bone marrow. Four weeks are devoted to general diagnostic tests applied to other body fluids. Special emphasis is placed on microscopic examination of the urinary sediment. Kidney physiology is surveyed.

DR. BECK, MISS KING.

## PUBLICATION

#### 30-2. ADVANCED COMPOSITION I

[4 sem. hrs.

This is a "free-writing" course. Each student may write in whatever form or forms interest her; the only requirements are that each student complete a required amount of writing and revision in the form chosen. Class work consists largely of reading, discussion, and criticism of the students' own writing.

MR. BOSWORTH.

*Prerequisite:* Publication 33 and permission of the instructor.

*Enrollment:* limited to twenty students.



## PUBLICATION

### 31-1. 2. ADVANCED COMPOSITION II

[4 sem. hrs.]

A course intended for those students who have completed *Publication 30* and wish to continue with a second semester of writing under instruction. Each student meets individually with the instructor.

MR. BOSWORTH.

*Prerequisite:* *Publication 30* and permission of the instructor.

*Enrollment:* limited to twelve students.

### 32-2. ARTICLE WRITING

[4 sem. hrs.]

A course in writing articles for publication. Class work consists of study and discussion of published material; and reading, discussion, and criticism of student work. Practice is provided for students who wish to write on technical and scientific subjects for the general reader.

MR. FESSENDEN, MR. POOLE.

*Prerequisite:* *Publication 33*.

### 33-1. JOURNALISM

[4 sem. hrs.]

A course in the discipline of straight, factual writing. Practice in reporting, editing, editorial and feature writing.

MR. FESSENDEN, MR. POOLE.

### 34-2. WRITING ON ASSIGNMENT

[4 sem. hrs.]

A course, professional in attitude and purpose, in writing on assignment. For students preparing for work on newspapers or other publications. Much of the writing is completed during the class period, directly on the typewriter, from detailed assignments. Attention is also given to planning features, copyreading, head writing, and make up.

MR. FESSENDEN.

*Prerequisite:* *Publication 33*.

*Enrollment:* limited to twenty students.

### 35-1. PUBLICITY

[4 sem. hrs.]

For students looking forward to work in public relations. This course emphasizes institutional and educational publicity, and offers practical training in publicity procedure: analyzing the needs of the client, outlining campaigns, and preparing and placing copy. Special attention is given to preparation of radio programs, plays, continuity, and editing script for radio.

MR. FESSENDEN.

*Prerequisite:* *Publication 33*.

### 36-2. ADVERTISING COPY WRITING

[2 sem. hrs.]

Study and practice of advertising form and style and the writing of advertising copy. The work of the course consists largely of projects and criticism, with some general reading in the theory and practice of advertising.

It is recommended that this course be taken in the senior year by students who have already completed the course in advertising offered by the School of Business, *Business 50*.

MISS WOODBURY.

*Enrollment:* limited to sixteen students.

## 37-2. MAGAZINE AND INDUSTRIAL EDITING

[2 sem. hrs.]

For those students who look forward to editorial employment on consumer and industrial publications. Various specialized types of editing are discussed and practiced, including the following: the woman's magazine, the trade publication, the house organ, the company report, personnel handbook, and industrial publicity. Class work consists of study and discussion of the problems of consumer and industrial writing and editing, the study of models, and the writing and criticism of individual projects. Experts from the field talk to the class about their specialties.

MISS WILLIAMS.

## 38-1. CHILDREN'S BOOKS AND PERIODICALS

[2 sem. hrs.]

For those students who are interested either in writing for children or in editing children's publications. A brief survey of children's literature with emphasis on the reading interests and abilities of various age groups and present tendencies in writing and publishing for boys and girls.

MRS. VIGUERS.

## 40-1. COPY AND PROOF

[4 sem. hrs.]

The work of the course consists of exercises and tests, based on the *Manual of Style* of the University of Chicago Press, to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication. The emphasis in the work in form and style is directed towards the editing of copy; this work is followed by specific instruction in the techniques and problems of reading proof.

MR. BOSWORTH, MR. BLISS.

## 41-0. INTRODUCTION TO THE GRAPHIC ARTS

[4 sem. hrs.]

A course in the fundamentals of the production of printed material. Members of the class study the development of writing and printing; types and their uses; book, magazine, and commercial typography; types of illustrations; methods of reproduction; and other aspects of the graphic arts. Laboratory exercise in the Printing Workshop.

MR. VALZ, MISS BRATTON.

## 42-0. EDITING AND PUBLISHING TECHNIQUES

[4 sem. hrs.]

This course continues the work begun in *Publication 41* and proceeds to a consideration of the technical aspects and problems of book, magazine, and industrial publishing: printing methods, illustrations, types of paper, book and magazine design, costs of production, literary contracts, and laws governing the press. Classroom work and lectures are supplemented by visits to editorial and publishing offices, printing and engraving plants, and paper mills.

MR. VALZ, MISS BRATTON.

*Prerequisite: Publication 41.*

## 43-0. GRAPHIC DESIGN

[4 sem. hrs.]

A course which combines the art of design with the science of printing. The principles of pure design as applied to the problems of graphic presentation in black and white and in color, in the design of advertising, magazines, and books.

MISS BRATTON.

*Prerequisite: Publication 41.*

## LIBRARY SCIENCE

### 44-1, 2. PRINTING WORKSHOP

[4 sem. hrs.]

An individual project course. Each student carries through from designing to actual presswork a project in fine printing. Work on the project is supplemented by directed study of historical and contemporary fine printing.

MISS BRATTON.

### 46-1, 2. PUBLISHING LABORATORY

[4 sem. hrs.]

Each student assists, under the direction of the editor, in the editing and publishing of the College magazine. The various editorial and technical processes involved in the publication of a magazine are performed by the students under professional guidance.

MISS WILLIAMS.

## FIELD STUDY

An important and required part of the professional training in the fourth year is senior field study. Each spring all fourth-year and graduate students in the School of Publication leave college for two weeks of field study in the area of their choice. Students have done their field study in book and magazine publishing, in journalism and public relations, and in radio, television, and advertising. When the field study is to be done away from Boston, students must plan for their own maintenance during the two-week period.

## LIBRARY SCIENCE

### 41-1. INTRODUCTION TO LIBRARIANSHIP

[4 sem. hrs.]

The study of current trends in libraries and librarianship is preceded by an introduction to the history of libraries through the period of library development in the United States in the 19th century. Functions, services, and standards for libraries are considered.

This course includes presentations by visiting lecturers, and tours of various types of libraries in the Boston area on Thursday afternoons.

MR. BOUDREAU and special lecturers.

### 47-2. REFERENCE

[4 sem. hrs.]

An introduction to the general reference literature found in all types of libraries and essential to the background of any librarian, including basic reference procedures in meeting reference problems, and an understanding of what constitutes reference work.

MR. SILVER.

### 49-1. SELECTION OF LIBRARY MATERIALS

[4 sem. hrs.]

Introduction to the principles and practices of book selection in libraries, with some attention to the field of publishing. Survey of the literature and reference materials of the social sciences with emphasis on current problems. Reading, class discussion, book talks, and the preparation of reading lists.

MISS EDGE.

### 50-2. SERVICE TO ADULT READERS

[2 sem. hrs.]

A summary of the main points covered in *Library Science 110*, with emphasis on practical methods and programs for stimulating effective use of library materials. Practice in preparing reading lists, arranging exhibits, and planning programs adapted to community interests and needs.

MISS EDGE.

## 53-1. LITERATURE OF THE HUMANITIES

[4 sem. hrs.]

To meet the needs and demands of the general library reader the student concentrates on current problems and trends in the humanities. The course includes a study of contemporary literature, the standard and popular works, basic reference materials, selected government publications and periodicals, and other reference sources familiar to all librarians. Book talks, readings, class discussion, problems.

MISS KINNEY.

*Prerequisite: Library Science 47.*

## 55-1. CATALOGUING AND CLASSIFICATION

[4 sem. hrs.]

The principles and practices of descriptive cataloguing and classification and subject cataloguing, with their application to various types of libraries.

MISS LEONARD.

## 57-2. TECHNICAL SERVICES

[4 sem. hrs.]

Continuation of *Library Science 55*. Considers also general library methodology in acquisition and public service areas as well as the organization and care of special materials. Policies and organization of the catalogue department.

MISS LEONARD.

## 70-2, S70. THE BOOK ARTS

[2 sem. hrs.]

A survey of the history of printing followed by a consideration of the standards of well-printed books and a discussion of the problems of custodianship of rare materials. Special lecturers, visits to rare book collections, and individual problems.

MR. SILVER and special lecturers. (S70, MISS FRENCH.)

## 72-2, S72. THEORY OF ADMINISTRATION

[4 sem. hrs.]

The principles of management as applied to public, college, and university libraries. The course is presented through case study techniques and includes such areas as executive-trustee relationships, personnel administration, book selection policies, and government relationships.

MR. SHAFFER.

## 81-2, S81. SERVICE TO CHILDREN

[4 sem. hrs.]

The principles and objectives of a children's library, and its relation to the educational and social institutions in the community. The course aims to develop criteria for the selection of books for boys and girls through the study of their reading interests, habits, and abilities, and their books.

MISS HAVILAND.

## 82-2. STORYTELLING

[2 sem. hrs.]

The place of storytelling in the American public library, and its development as an art. Involves preparation of the story, delivery, and picture stories.

MRS. VIGUERS.

## 83-2, S83. LITERATURE FOR YOUNG ADULTS

[4 sem. hrs.]

A survey of literature for the adolescent designed for librarians in school or public libraries. A brief history of the development of this literature, evaluation of publishers, and psychology of the adolescent reader.

MISS MANTHORNE.



## LIBRARY SCIENCE

### 84-2. LITERATURE OF SCIENCE AND TECHNOLOGY [4 sem. hrs.]

Basic concepts and contemporary trends in the literature of the various sciences and technical subjects form a background for the study of all kinds of standard works, reference materials, and bibliographic sources consulted by the general public as well as scholarly research workers. Outside lecturers, reading, class discussion, and investigation. Problems of organizing technical reports, and the techniques of punched-card bibliographies are studied. Extensive academic preparation in science is not required.

MR. SILVER.

### 101-1, 2. THE LIBRARY AS A SOCIAL INSTITUTION [4 sem. hrs.]

The significance of libraries and librarianship in society, with special attention to the history of American libraries, and the functions, services, and standards of the modern library. Library organization on local, regional, state, national, and international levels.

This course includes presentations by visiting lecturers, and, in the first semester, required tours of libraries in the Boston area on Thursday afternoons.

MISS LEONARD and special lecturers.

### S106. SCHOOL LIBRARY SERVICE [4 sem. hrs.]

The functions and activities of a high school library in their relation to modern educational development and objectives. The class considers the school librarian and staff, service clubs, instruction in the use of books and libraries, planning and equipping the library room, and other problems of administration and routine.

MRS. HYNSON.

### 107-1, 2, S107. REFERENCE METHODS [4 sem. hrs.]

Fundamental reference sources, bibliographical method and search techniques, the philosophy and administrative aspects of reference work.

MISS KINNEY, MR. SILVER, MR. GALVIN. (S107, MR. MOSTECKY.)

### 108-2. BIBLIOGRAPHICAL AND RESEARCH METHODS [2 sem. hrs.]

Study of all types of bibliographical presentations from the standpoint of technique and use, analysis of research problems, significance of bibliographical controls, survey of resources in American libraries, and preparation of a major bibliographic problem.

This course continues the study of reference methods and administrative problems and prepares students for advanced reference work in public, college, university, and research libraries.

MISS KINNEY.

*Prerequisite: Library Science 107.*

### 109-1, 2, S109. LITERATURE OF THE SOCIAL SCIENCES [4 sem. hrs.]

Study of the development of the various divisions of the social sciences and contributions of the leaders in each field. The course assumes subject competence, and is concerned with the materials which will serve the needs of library users, both scholars and general readers. Students investigate the standard works, organizations and their publications, reference works, bibliographic sources, and government documents. Lectures, reading and discussion of current writings, and the preparation of bibliographies serve to orient students in basic concepts and trends.

With the consent of the Director, *Library Science 84* may be substituted.

MISS EDGE, MR. SILVER. (S109, MISS HOPKINS.)

## 110-1, 2, S110. SERVICE TO ADULT READERS

[4 sem. hrs.]

A survey of the reading interests and habits of adults, and of the various means by which the library may stimulate and guide the community in the effective use of library materials and services. The class studies the nature of the reading process and the techniques of interviewing and counseling in preparation for readers' advisory service. In stressing the public library's role in adult education, community agencies and group methods are examined and the use of audio-visual materials investigated for effective program making.

MISS EDGE. (S110, MISS HOPKINS.)

## 113-1, 2, S113. LITERATURE OF THE HUMANITIES

[3 sem. hrs.]

Basic concepts and contemporary trends in the literature of the humanities form a background for the study of all kinds of standard and current works, reference materials, and bibliographic sources consulted by the general public as well as scholarly research workers. Reading, class discussion, and investigation of reference materials.

With the consent of the Director, *Library Science 84* may be substituted.

MISS KINNEY. (S113, MR. GALVIN.)

*Prerequisite: Library Science 107.*

115-1, 2, S115. PRINCIPLES OF CATALOGUING  
AND CLASSIFICATION

[4 sem. hrs.]

Presentation of historical development of cataloguing and classification, and a critical study of the principles and functions of descriptive cataloguing, classification, and subject heading from both theoretical and practical points of view. Includes processing activities as they relate to the organization of library materials.

MISS COLVIN.

## 117-1, 2, S117. APPLIED CATALOGUING AND CLASSIFICATION

[3 sem. hrs.]

Application of Library of Congress classification and subject headings and comparative study of general and specialized classification systems. Cataloguing and classification of different forms of literature, including non-book materials and special collections. Survey of administrative problems of technical services with emphasis on cataloguing departments in all types of libraries and of regional, national, and international coöperative and centralized activities. Problems and reports supplement lectures and discussion.

MISS COLVIN. (S117, MISS LEONARD.)

*Prerequisite: Library Science 115.*

## 119. COMMUNICATIONS

[4 sem. hrs.]

A consideration of the various media of communication — print, radio, and motion pictures — with particular attention to their effects on people. The recent growth of mass media and their significance for libraries are the primary concern of the course. The class examines and evaluates actual materials being currently issued. The use of mass media by libraries to reach readers and potential readers is emphasized.

MR. KEOUGH.

## 120-1. MODERN BOOK PUBLISHING AND PUBLISHERS

[4 sem. hrs.]

A survey of the history, economics, and distribution of printed materials with emphasis on the various processes of printing, book design, and book illustration. The course studies contemporary publishers intensively, together with the techniques and problems of the acquisition of published materials.

MR. SILVER.

## LIBRARY SCIENCE

### S123. AUDIO-VISUAL SERVICES

[2 sem. hrs.]

An introduction to the uses of audio-visual media and equipment in public, college, university, and school libraries. The programmatic aspects of audio-visual services are not covered, except through individual student work.

MR. BOUDREAU.

## SEMINARS

Seminars offer opportunity for the student who has demonstrated ability for independent work to pursue individual studies in fields related to his or her own experience, interests, and objectives. The seminars which follow can be adapted to the interest of individual students or to a small group of students working in common directions. They may be of the nature of reading courses, discussion groups, internships, or directed research resulting in an essay. Seminars may be elected only with the permission of the instructor.

201-1, 2. SEMINAR IN LIBRARY HISTORY [2-4 sem. hrs.]

202-1, 2. ADVANCED PROBLEMS IN  
LIBRARY ADMINISTRATION [2-4 sem. hrs.]

203-1, 2. RESEARCH IN LIBRARY ADMINISTRATION [2-4 sem. hrs.]

S204. SPECIAL LIBRARY FIELD EXPERIENCE [4 sem. hrs.]

A field experience, assigned by the School, is offered for students who have not had experience in the special library field and who have elected *Library Science 214* and *231*. This course is usually taken during the summer or autumn following the completion of the required courses in the School. The School assigns each student to a library or libraries carefully selected to ensure the best possible experience. In most cases the library chosen will not be in Boston, and students should be prepared to pay their living expenses for a period of four weeks. The course is completed with the preparation of a formal report individually assigned.

The fee for this course is \$75.

MISS LEONARD.

206-1, 2. SEMINAR IN SCHOOL LIBRARY SERVICE [2-4 sem. hrs.]

207-1, 2. SEMINAR IN REFERENCE LITERATURE  
AND SERVICES [2-4 sem. hrs.]

208-1, 2. SEMINAR IN SUBJECT BIBLIOGRAPHY [2-4 sem. hrs.]

210-1. SEMINAR IN LIBRARY ADULT EDUCATION SERVICES [2-4 sem. hrs.]

211-1, 2. SEMINAR IN READING GUIDANCE OF CHILDREN [2-4 sem. hrs.]

212-1, 2. SEMINAR IN READING GUIDANCE  
OF YOUNG PEOPLE [2-4 sem. hrs.]

213-1, 2. SEMINAR IN SPECIAL LIBRARY SERVICE [2-4 sem. hrs.]

- 214-2. SEMINAR IN THE ORGANIZATION AND ADMINISTRATION OF SPECIAL LIBRARIES [4-5 sem. hrs.]

For the student whose objective is librarianship in a specialized type of library outside the university or public library field in such areas as science, technology, art, music, medicine, business, and law.

Each student may concentrate on the organization, administration, and services of special libraries in his or her own field. Individual readings, problems, investigations, and visits, with written reports. Weekly conference and discussion periods.

To be taken concurrently with *Library Science 231*.

MISS LEONARD.

*Prerequisite: Library Science 107 and 115.*

- 215-1, 2. SEMINAR IN CLASSIFICATION AND SUBJECT CATALOGUING [2-4 sem. hrs.]

- 217-1, 2. SEMINAR IN CATALOGUING [2-4 sem. hrs.]

- 218-1, 2. SEMINAR IN GOVERNMENT PUBLICATIONS [2-4 sem. hrs.]

- 220-1, 2. SEMINAR IN THE HISTORY OF BOOKS AND PUBLISHING [2-4 sem. hrs.]

Directed independent research on topics related to printing, publishing, and rare books. Students prepare papers based on research in special collections in the area.

MR. SILVER.

*Prerequisite: Library Science 70, or S120, or special experience.*

- 221-2. SEMINAR IN CURRENT ISSUES IN LIBRARIANSHIP [2 sem. hrs.]

With the guidance of the instructor students conduct six symposia, each on a topic of special concern to the group. Students prepare individual papers in which they explore subjects of special interest.

MISS LEONARD.

*Enrollment: limited.*

- 231-2. RESEARCH AND BIBLIOGRAPHICAL METHOD IN SUBJECT FIELDS [4 sem. hrs.]

Bibliographical and research problems and methods of providing information and reference service in special libraries or in subject departments of public, college, or university libraries. Projects are individualized on the basis of the student's undergraduate or graduate major.

For students whose objective is the field of special librarianship and for those who wish to specialize in the subject literature of a particular field.

Not open to students enrolled in *Library Science 108*. It is recommended that this course be taken concurrently with or prior to enrollment in *Library Science 214*.

MISS KINNEY.

*Prerequisite: Library Science 107 and 115.*



## EDUCATION

### 20-1, 2. HISTORICAL AND PHILOSOPHICAL BACKGROUNDS OF EDUCATION [4 sem. hrs.]

A critical survey of the major historical developments and fundamental philosophical issues in education, considered in terms of their relevance to contemporary practices in education. The emphasis is on those historical backgrounds and those theoretical points of view which contribute to an understanding of how education has evolved to its present stage.

MR. ANDERSON, MR. HODGKINSON.

It is highly desirable that *Psychology 20* have been completed before *Education 20* is elected.

### 30-1. THE NATURE OF CLASSROOM TEACHING [4 sem. hrs.]

An intensive study of the specific problems, procedures, and methods with which all secondary teachers must be concerned: presenting materials orally; developing, making, and correcting assignments; preparing and evaluating tests and examinations; guiding pupil progress; managing a classroom; and generally carrying on the major responsibilities of the classroom teacher. Students are expected to relate these procedures insofar as possible to their special subject-matter fields. Numerous specific assignments simulate the activities in which the student will be expected to engage as a teacher.

MR. HODGKINSON.

*Prerequisite:* *Education 20* and *Psychology 33*.

*Enrollment:* limited.

### 32-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF ENGLISH [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of English. The techniques and methods considered in *Education 30* are here applied directly to the teaching of English, together with those matters that are unique to the field of English. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching English at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MRS. BEVINGTON, MR. SYPHER, and Members of the Staff.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of English in the School of Education.

### 33-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF MODERN LANGUAGE [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. The techniques and methods considered in *Education 30* are here applied directly to the teaching of modern language, together with those matters that are unique to the field of modern language. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MR. ETHIER.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of Modern Language in the School of Education.

34-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF HISTORY AND SOCIAL STUDIES [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. The techniques and methods considered in *Education 30* are here applied directly to the teaching of history and social studies, together with those matters that are unique to the field of history and social studies. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching history and social studies at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MISS MCINTYRE, MISS MURRAY.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of History and Social Studies in the School of Education.

35-2. CURRICULUM AND METHODS IN THE SECONDARY SCHOOL TEACHING OF SCIENCE AND MATHEMATICS [3 sem. hrs.]

An examination of the actual instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. The techniques and methods considered in *Education 30* are here applied directly to the teaching of science and mathematics, together with those matters that are unique to these fields. Students gain experience in constructing lesson plans and units, and investigate the problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities.

MR. BELANGER.

*Enrollment:* limited to students following the specialization in the Secondary School Teaching of Science and Mathematics in the School of Education.

39-2. SEMINAR IN TEACHING METHODS [1 sem. hr.]

Problems specific to the teaching of the several subject-matter fields are presented and analyzed in terms of the basic principles they involve. Demonstration teaching by students in their respective subject-matter fields is followed by seminar critiques. Problems of particular importance to the beginning teacher are discussed.

MRS. RANDELL.

*Enrollment:* limited.

40-1. STUDENT TEACHING [6 sem. hrs.]

Each student assumes full responsibility, under supervision, for the teaching of not less than one high school class in her subject-matter field for the entire semester. In addition to the practice teaching, a seminar is conducted for two hours each week, in which problems met by individual student teachers are considered in light of the experience of other students, with commentary by the instructor.

MR. HODGKINSON, MRS. RANDELL.

*Enrollment:* limited to seniors in the School of Education.

45-2. SCHOOL AND TEACHER IN AMERICAN SOCIETY [2 sem. hrs.]

A retrospective summary of the student's theoretical and practical background for teaching. A final review of the methods and problems in teaching is related to the larger responsibility of the teacher, to the role of the teacher in the American school, and to the place of the school in American society. Discussion of the professional status of the teacher

## SOCIAL WORK

and of the social forces which influence schools and school policy is related to the basic issues in education.

MR. HODGKINSON, MRS. RANDELL.

*Prerequisite: Education 40 or equivalent student teaching.*

### 50-2. THE SOCIOLOGY OF EDUCATION

[4 sem. hrs.

A study of the theories and research dealing with stratification, social mobility, role, power structure, and influence. Conclusions from this material are related to some of the more practical aspects of public education, in the hope of producing a more realistic awareness of the discrepancy between educational ideals and educational practices. This course is offered as an academic elective and will not meet state teaching certification requirements.

MR. HODGKINSON.

BUSINESS EDUCATION, *SEE* BUSINESS.

HOME ECONOMICS EDUCATION, *SEE* HOME ECONOMICS.

NURSING EDUCATION, *SEE* NURSING.

## SOCIAL WORK

Classes in social work are held at the School of Social Work, 51 Commonwealth Avenue, and are not open to undergraduate students.

### I. THEORY AND PRACTICE

#### A. THE SOCIAL SERVICES

##### *First Year*

#### 10-1. SOCIAL WORK ORGANIZATION

[3 sem. hrs.

Discussion of the processes and skills basic to all fields of social work; a description of the social agencies through which communities seek to help citizens in need. Field visits. The organization and administration of the public and private social services, as related to community needs and resources.

MR. RUTHERFORD, members of the staff, and special lecturers.

#### 11-1. GOVERNMENT AND SOCIAL WORK

[2 sem. hrs.

The discussion centers around the economic problems posed by a growing program of social services. The present cost-benefit structure of social services, both public and private, is considered and related to other aggregates in the economy. Alternative methods of financing social programs are analyzed with particular stress upon the implications of each alternative for the different groups in the economy and for the level of economic activity as a whole.

MR. \_\_\_\_\_.

#### 12-2. COMMUNITY HEALTH ORGANIZATION

[1 sem. hr.

An orientation course on the whole field of health service as organized under the auspices of public and voluntary agencies. Special emphasis is placed on the socio-economic aspects of the services.

DR. SCHMIDT and special lecturers.

13-2. SOCIAL WORK PROCESS AND RESOURCES

[2 sem. hrs.

Content similar to that of *Social Work Organization 10*, but directed to special needs of graduate nurses. Also open to employed social workers with permission of the instructor.

MR. \_\_\_\_\_.

*Second Year*

211-2. ROOTS OF PROFESSIONAL SOCIAL WORK

[1 sem. hr.

A consideration of the major historical sources of modern social work including the church, the charity organization movement, and private philanthropy, in terms of present-day social work problems, such as professionalism, concepts of the client, methods of treatment.

MR. RUTHERFORD.

B. HUMAN GROWTH AND BEHAVIOR

*First Year*

20-1. PRINCIPLES OF HUMAN BEHAVIOR

[2 sem. hrs.

This course is developed in three parts. The first part is focused on the multiple causative factors in the development and functioning of the individual in his relationship to his background, to himself, and to society; and the application of current theories of mental development and conduct to behavior.

MRS. WALDSTEIN, DR. SPERRY, and lecturers.

The second part is a consideration of individual growth and development based on psychoanalytic concepts of personality organization with special emphasis on interpersonal relationships.

DR. BIBRING and associates.

The third part is focused on physical and behavioral growth and development.

DR. STUART.

21-2. CLINICAL PSYCHIATRY

[2 sem. hrs.

Clinical demonstrations, sociodrama, and coordinated lectures dealing with mental illness, psychoneuroses, and personality deviations. Etiology, pathology, symptomatology, prognosis, and treatment are considered and related to social case discussion.

DR. SEMRAD.

23-1. HEALTH AND DISEASE I

[2 sem. hrs.

The presentation of basic concepts and information regarding health and disease; normal growth and development; causes, symptoms, and treatment of diseases most commonly met in social work practice. Social implications are emphasized.

DR. GIBSON, DR. HAGGERTY, MRS. DANA, and lecturers.

*Second Year*

220-1. APPLICATIONS OF PSYCHIATRY TO CASE WORK

[2 sem. hrs.

This course is developed in three parts: Psychiatry of Childhood and Adolescence; Ego Defects of Adults; The Psychosomatic Approach to Medical Illness.

DR. MUSHATT.



## SOCIAL WORK

### 221-1. PSYCHOANALYTIC THEORY OF THE NEUROSES [1 sem. hr.]

Historical approach and deductive exposition of the classical neuroses and related character disorders. Symptomatology, dynamics, and etiology presented didactically with illustrative case material.

DR. ZETZEL, DR. VAN AMERONGEN, DR. BONNER.

### 222-2. SEMINAR IN PSYCHIATRY [2 sem. hrs.]

An advanced seminar covering briefly the range of psychiatric efforts, coordinating the divergence of approaches in regard to psychopathological dynamics and treatment with the practice of case work. Special emphasis on adult psychiatric problems. Hospital interviews and case discussions.

DR. ROGERS, MRS. DOMEY, and lecturers.

### 223-2. HEALTH AND DISEASE II [1 sem. hr.]

Lectures, conferences, and demonstrations presenting significant current medical and psychiatric concepts and methods in diagnosis and treatment of illness, with emphasis on the emotional aspects.

MRS. DANA, MRS. WALDSTEIN, and lecturers.

## C. SOCIAL WORK PRACTICE

### *First Year*

### 30-0. SOCIAL CASE WORK [4 sem. hrs.]

A basic course in social case work using the case discussion method, and stressing that which is generic, in understanding and skill, to the various fields of specialization. Students are encouraged to present questions and case illustrations from the field as a focus for general discussion.

MISS WALSH.

### 31-2. THE GROUP PROCESS [2 sem. hrs.]

The group process in making plans and arriving at decisions. Relation of group work to recreation, education, and case work. Discussion methods.

MR. RUTHERFORD.

### 32-1. METHODS OF SOCIAL RESEARCH [2 sem. hrs.]

Research methods as applied to the field of social work; types of research suitable to the study of various social work problems; the relation of research to social work practice. This course is preparatory to the second-year seminar in social studies.

MISS MOHR.

### 33-2. SOCIAL WORK AND CHANGE [1 sem. hr.]

The process, not of amelioration, but of active change induced within an agency or community. Reform, Community Organization, Education, Legislation in Housing, Inter-group Relations, other problems.

MRS. SNOWDEN and lecturers.

### *Second Year*

### 230-0. READING SEMINAR IN PSYCHIATRIC SOCIAL WORK [2 sem. hrs.]

The philosophy, problems, and function of psychiatric social work in both public and private civilian and military settings. The history and development of the field in relation

to the extending frontiers of mental hygiene. Seminar discussion of required reading and student projects. Individual conferences.

MRS. WALDSTEIN.

231-0. SEMINAR IN SOCIAL CASE WORK [4 sem. hrs.

Seminar in case work discussion of concepts and methods as they are understood and used in the solution of case work problems. Cases represent a cross-section of the student experience and are selected to illustrate problems typical of various age groups and life situations against a variety of cultural backgrounds. Emphasis is placed on normal behavior and its deviations, particularly pathology.

Discussions include diagnostic criteria with emphasis on focus and appropriate methods of treatment as influenced by generic case work and dynamic psychiatry.

MRS. BANDLER.

232-0. MEDICAL SOCIAL WORK [4 sem. hrs.

Application of generic social case work principles in a medical setting; social and emotional problems of illness; understanding of the patient and his family; coöperation with the physician; case work functions of the medical social worker. A seminar designed particularly for students preparing for medical social work.

MRS. DANA.

235-1. CHILD WELFARE [2 sem. hrs.

An introduction to the field of Child Welfare. Historical development and present trends are discussed in relation to existing programs of public and private agencies, foster home care, institutional care, delinquency, school social work, protective service, work with the unmarried mother, and adoption. Factors important to case work in these areas are considered.

MISS KELLEY.

237-1. GROUP DYNAMICS [1 sem. hr.

Introduction to the basic principles of group dynamics. Discussion of some specific groups, such as discussion groups, task oriented groups, a work team; special consideration of the therapy group. Students are given an opportunity to function as members of a group and to observe some of the forces operating within a group.

MRS. LEWIN.

## II. FIELD WORK

50-0. FIELD WORK, FIRST YEAR [7 sem. hrs.

Experience, under supervision, in a generic setting, in the provision of service to clients presenting a variety of needs.

250-0. FIELD WORK, SECOND YEAR [14 sem. hrs.

Experience, under supervision, in a selected specialized setting, related to the student's academic concentration in medical, psychiatric, children's, or community social work.

251-0. SEMINAR IN SOCIAL STUDIES [7 sem. hrs.

This seminar is organized to guide students in the preparation of a special study. Through individual and group conferences supervision is given in the following steps: choice of sub-

## SOCIAL WORK

ject; preparation of a written statement of the special study plan, which is submitted for approval to a committee of the School staff; collection and analysis of data; writing of the report, with emphasis on clarity of presentation.

MISS MOHR, MRS. BERGER, MRS. NICHOLS.

### III. COURSES ON UNDERGRADUATE, EXTENSION, AND COMMUNITY BASES

From time to time the School offers training opportunities designed to make a certain part of the social work curriculum available to groups which are able to make good use of it. Courses listed below are the ones currently offered.

*Sociology 40-1* is an undergraduate course offered at the main building of Simmons College, 300 The Fenway. The course in *Statistical Methods* is given as a makeup for persons whose previous study has not included a course of this nature. The *Seminar in Supervision* is offered in cooperation with the National Mental Health Act.

#### INTRODUCTION TO THE FIELDS OF SOCIAL WORK (Sociology 40-1)

[4 sem. hrs.]

The study of the fields of social work, their background, and present status and goals. A discussion group whose objective is to acquaint students with the social agencies and institutions, and the conditions and concepts from which they have emerged. Field trips to observe welfare work.

Open to third- and fourth-year students and to graduate students who are interested in social work and allied fields.

MR. RUTHERFORD, MISS KELLEY.

#### 40-1. STATISTICAL METHODS

[1 sem. hr.]

A survey of statistical methods with special application to social research. The course offers practice in the classification of social data, and the construction, analysis, and interpretation of tables and charts.

MR. NICHOLS.

#### 46CD. SEMINAR IN SUPERVISION AND CONSULTATION

[2 sem. hrs.]

A study group for experienced medical and psychiatric social workers, available, with the consent of the instructor, to employed workers. Offered at the Harvard School of Public Health.

MRS. DANA and lecturers.

#### 241-1. SEMINAR IN SUPERVISION

[1 sem. hr.]

A study group for field work teachers in psychiatric social work with a focus on supervision as a teaching process, with emphasis on the use of case work skills to help the student learn.

MRS. WALDSTEIN.

#### 242-1. SEMINAR IN RESEARCH

[\*]

A study group for experienced, practicing social workers who are interested in the application of research principles and methods to problems of the profession.

MISS MOHR.

\* Credit of one semester hour may be arranged for qualified students.

**243-1. SEMINAR IN REHABILITATION**

[1 sem. hr.

A discussion group about problems of social and vocational rehabilitation, and the role of social work in this area of service.

MRS. DANA and lecturers.

**BUSINESS**

**20-2. PRINCIPLES OF ACCOUNTING**

[4 sem. hrs.

An introduction to the theory and practice of modern accounting procedures. A comprehensive study of the successive steps in the accounting cycle enables the student to become familiar with accounting terminology, the most used books of entry, posting procedures, and summarization of records. Payroll accounting, the Federal Income Tax as applied to individuals, banking practice, and systematic record keeping for personal finances are included.

MISS ENGLER.

**21-1. GENERAL TYPEWRITING**

[2 sem. hrs.

An elementary personal use course, intended for students who have had no previous training in typewriting. This course is not open to students whose transcripts show satisfactory completion of a typewriting course elsewhere. Four hours of classwork a week. Students receiving credit for this course may earn only six semester hours of credit if they later complete *Business 31* or *35*.

MRS. DICKINSON.

**22-2. PERSONAL FINANCE**

[4 sem. hrs.

A non-technical course designed to give students practical help in managing personal money matters. Typical personal and family financial problems studied include budgeting and saving; buying property, life, and other forms of insurance; owning and financing a home; investing in stocks, bonds, and other securities; using bank services; utilizing credit facilities.

MRS. COULTER.

**24-1. INTRODUCTION TO BUSINESS**

[4 sem. hrs.

A broad survey of the major areas and functions of business enterprise. The student acquires a general understanding of the business world through a study of the social setting of business; the basic principles of business organization and management; the business activities of production, marketing, and finance; the role of competition in the private enterprise system; and the development of business-government relationships.

MRS. COULTER.

**31-0. ELEMENTARY SHORTHAND AND TYPEWRITING**

[8 sem. hrs.

A basic course in the secretarial skills. The student learns to read and write shorthand at an acceptable business speed; to operate the typewriter efficiently; to take dictation and transcribe it on the typewriter; and to handle business typewriting problems.

Placement tests in shorthand and typewriting are required of all students who have had previous training in those areas. Enrollment limited to students in the School of Business.

MRS. DICKINSON.

**32-1, 33-2. INTERMEDIATE ACCOUNTING**

[4 or 8 sem. hrs.

For those students who wish to continue the study of accounting from the partnership and corporate points of view. Topics discussed in the first half-year include the voucher



## BUSINESS

system; comparative and departmental statements; partnership formation, operation, and dissolution; corporation accounts and records. In the second half-year, the course covers manufacturing records; analysis of balance sheet items; reappraisal of assets; insurance; corporate problems; interpretation of corporate reports; and source and application of funds.

MISS ENGLER.

*Prerequisite:* Business 20.

*Offered:* as a year course, or the first half may be taken separately.

### 35-0. SHORTHAND-TYPEWRITING FOR GENERAL USE [8 sem. hrs.]

An intensive course in the fundamentals of shorthand and of typewriting designed primarily for students in the School of Publication. The student learns to apply the principles of shorthand and attains sufficient facility in taking dictation and transcribing it, and in handling special typewriting problems, to meet initial job requirements in the publishing field. Placement tests in shorthand and typewriting are required of all students who have had previous training in these subjects.

MR. MORAN.

### 37-1. METHODS IN BUSINESS EDUCATION [3 sem. hrs.]

This course provides the student with fundamental teaching concepts which must operate in good teaching-learning situations involving business subjects. Students study various methods of teaching in order to develop those techniques which seem best for their purposes. Classroom procedures are studied for both skill and general business subjects including shorthand, typewriting, bookkeeping, office practice, business law, general business, and other courses commonly taught on the secondary level.

MRS. DICKINSON.

### 38-1, 2. BUSINESS LAW [4 sem. hrs.]

A study of legal principles and the application of these principles to selected cases. The course helps the student to acquire a knowledge of fundamental legal principles that have high personal-use values, as well as of principles that apply to ordinary business situations. The student gains experience in reading and analyzing legal documents and texts. Contracts, sales, negotiable papers, common carriers, agency, insurance, property, partnership, and corporations are considered.

MISS O'BRIEN.

### [39-1. INSTITUTIONAL ACCOUNTING\* [4 sem. hrs.]

This course is especially designed for students majoring in institution management. It covers the fundamentals of accounting and business practice and applies them to lunch-rooms, tea rooms, residence halls, and institutions of a similar type. Students have practice in making financial statements and reports, analyzing figures, and designing books of record.

Not offered in 1960-61.]

### 40-1. ADVANCED ACCOUNTING [4 sem. hrs.]

In this course the students study special corporate problems, as well as consolidated statements, liquidation and mergers, joint ventures, branch and agency accounting, installment and consignment transactions, and statements of affairs.

MISS ENGLER.

*Prerequisite:* Business 32 and 33.

\* Offered in alternate years.

41-1. ADVANCED SHORTHAND AND TYPEWRITING

[4 sem. hrs.

Systematic practice and drill in writing shorthand with special emphasis on advanced phrasing principles and the acquisition of a broad general shorthand vocabulary. The purpose of this course is to develop facility in shorthand that will meet business standards. Practice on the typewriter in the transcription of shorthand notes and in the completion of typing problems for speed and accuracy.

MISS McKENNA, MR. MORAN.

*Prerequisite:* Business 31.

*Enrollment:* limited.

42-2. OFFICE PROCEDURES

[4 sem. hrs.

A course designed to acquaint the student with modern office procedures and machines. Students make a comprehensive investigation and evaluation of the qualifications and responsibilities of the successful executive secretary. Office machines are used in the performance of practical problems. Transcription skill is exercised through office-style dictation and problem-solving typing. Instruction is given in the principles of human relations and office ethics.

MISS McKENNA.

42b-2. OFFICE PROCEDURES

[2 sem. hrs.

This course is open only to students with an accounting specialization. Students are taught the use of those business machines which are related to accounting and statistical procedures.

MISS McKENNA.

44-2. COST ACCOUNTING

[4 sem. hrs.

Basic features of cost accounting as applied to industry of the present day. By means of problems and practice sets the class studies job and cost records; control of and accounting for materials, supplies, and labor; manufacturing expenses; standard costs; estimated costs; by-product and joint costs; differential costs; and cost reports for the management.

MISS ENGLER.

*Prerequisite:* Business 40.

45-2. MODERN MANAGEMENT TECHNIQUES

[4 sem. hrs.

This course is concerned with management as an ever-changing activity that organizes, prepares, guides, and directs human effort so that materials, machines, and money can be effectively used to accomplish the purposes of a business organization. Fundamental principles of management, common to the conduct of any business enterprise, are evaluated.

Case problems are used to help students solve business problems through analysis and deduction of logical conclusions.

MR. \_\_\_\_\_.

46-2. MEDICAL TERMINOLOGY AND TRANSCRIPTION

[4 sem. hrs.

A systematic examination of medical terms for their meaning on the basis of affixes and roots. The student learns to analyze the structure of medical terms to discover the combination of existing roots with established prefixes and suffixes in the formation of additional words. By directed and purposeful use of such word derivation, the student learns to recognize meaning through analysis of context.

## BUSINESS

Simplified shorthand outlines are developed for medical terms. Transcription skill is developed through dictation of hospital case histories.

MR. MORAN.

*Prerequisite: Biology 20 and 22.*

### [47-2. BUSINESS CURRICULUM AND MATERIALS [4 sem. hrs.]

An examination of those courses actually representing business in the secondary grades and their placement in the program of studies and in the daily time schedule. Detailed concepts are developed pertaining to the actual and potential content for business courses. Instructional materials, unique to business courses, are developed and related to the attainment of greater speed, accuracy, or perfection of performance in skill subjects and to greater mastery of subject matter in general business courses. Procedures for the evaluation, selection, and use of textbooks are studied. Additional instructional materials are developed which are related to other general and business courses, extracurricular activities, and personal use activities. Study is made of available auditory and visual aids — where they may be obtained, their cost, use, and care. Problems of testing and measuring peculiar to business subjects are studied.

Not offered in 1960-61.]

### [48-1. PRACTICE TEACHING [6 sem. hrs.]

This course provides the student with an opportunity to apply in an actual high school classroom those techniques and principles which have been learned about teaching business subjects. The work is supervised by the usual classroom teacher and a representative of the School of Business staff. Students meet two hours a week in a seminar to consider those problems which have arisen from the practice teaching experience.

Not offered in 1960-61.]

## BUSINESS LECTURES

Several lectures held during the second half-year. Required for third- and fourth-year students. The purpose of the lectures is to provide an opportunity for students to hear experts from business discuss current trends and issues in specialized business fields.

## *COURSES OFFERED IN SPECIALIZED BUSINESS PROGRAMS*

The courses described below are intended for students following specialized programs in the School of Business; a few of them are required courses in other programs. They may be elected by any third- or fourth-year student who has completed the specified prerequisites.

### 50-1, 2. PRINCIPLES OF ADVERTISING [4 sem. hrs.]

A survey course designed to familiarize the student with the nature and scope of advertising and its place in our business and economic structure, with special emphasis on current trends. The topics studied include the purposes of advertising, analyses of the component parts of an advertisement, varieties of media, merchandising and dealer help, copy testing, market research, and campaign planning. The textbook is supplemented by lectures, applied problems, collateral reading in current publications in the field of advertising, sales management, and marketing.

MRS. COULTER.

## 52-1. MARKETING

[4 sem. hrs.]

A general course designed for those who wish a broad picture of how goods are marketed and of some of the problems existing in this field. The class considers the economic and social significance of marketing, the marketing of business and consumers' goods, marketing problems, and the relation of marketing to retailing and advertising. The textbook is supplemented by case studies, lectures, discussions, and a term project.

MRS. COULTER.

## 54-1. ANALYSIS OF BUSINESS DATA

[4 sem. hrs.]

Principles and methods used in the collection, presentation, analysis, and interpretation of numerical data. Included in the course are sampling techniques; preparation of tables, charts, and graphs; analysis of classified data, grouped and ungrouped; construction of index numbers; and correlation.

MISS ENGLER.

## 56-1, 2. PRINCIPLES OF PERSONNEL

[4 sem. hrs.]

A survey of personnel administration in business. Students become familiar with the sources of labor supply and the methods of selecting employees through the use of the application blank, the interview, tests, and the medical examination. They consider placement by means of job analysis and specifications, induction, training, follow-up, transfer and promotional plans. The students also learn about proper working environment, safety and health programs, wage plans and incentives, stabilization of the working force, absenteeism, turnover, employee services, labor legislation, morale, and grievances.

MR. BARRON.

## 61-2. BUSINESS COMMUNICATIONS

[4 sem. hrs.]

Development of skill in written communication. The course covers all types of business writing with major emphasis on letters and reports. The student learns, through a study of business attitudes, how to influence persons most effectively through the medium of written and oral expression.

MR. BALDWIN, MISS McKENNA.

*Prerequisite:* typewriting ability.

## 63-2. MARKETING RESEARCH

[4 sem. hrs.]

Includes training in the techniques of research and their application to all business fields including industrial, advertising, sales. Students are taught questionnaire design, product testing, and survey techniques and do cooperative work on actual business problems.

MR. ———.

*Prerequisite:* Business 50 and 52.

## 64-1. ADVANCED PERSONNEL

[4 sem. hrs.]

A more intensive analysis of the personnel methods and techniques which were introduced in the course on principles of personnel. Major attention is given to morale, including group relations and problems of individual adjustment on the job.

MR. BARRON.

*Prerequisite:* Business 56.



## BUSINESS

### 66-2. PUBLIC RELATIONS

[4 sem. hrs.]

This course deals with fundamental principles as well as practical techniques for gaining good will in dealing with members of the community, customers, stockholders, employees, competitors, suppliers, and so forth. The many facets of public relations in business are covered.

MR. BARRON.

*Prerequisite: Business 56 and 64.*

### 69-1. OFFICE MANAGEMENT

[4 sem. hrs.]

A study of the functions of the office in its relation to the operating departments of business. Class discussions and reading are based on problems of supervision, planning of office services, flow of work, charts, layout, centralization, work simplification, measurement of production, unionization of office workers, and general office personnel problems. Field trips to representative offices supplement the class work.

MR. BALDWIN.

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The following courses are given at the Massachusetts General Hospital and are open only to fourth-year and graduate students in the *Medical Record Administration* option. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

### S70-1. FUNDAMENTALS OF MEDICAL SCIENCE\*

[4 sem. hrs.]

A study of the fundamentals of medical science and medical essentials presented through doctors' lectures in the medical specialties.

### S71-1. LEGAL ASPECTS OF MEDICAL RECORD SCIENCE\*

[2 sem. hrs.]

A study of the principles of law and their applications in the health field, with particular reference to all phases of medical record practice.

### S72-0. MEDICAL RECORD SCIENCE\*

[12 sem. hrs.]

A study of the history of medical records, report preparation, quantitative analysis, coding and indexing procedures, research techniques, statistics, ethics, methods of securing and preserving medical records, and medical record practices and procedures in areas such as radiology, pathology, out-patient department, and social service. Laboratory practice for proficiency.

### S73-1. MEDICAL TERMINOLOGY\*

[2 sem. hrs.]

A study of terms related to all areas of medical science, hospital service, and paramedical specialties.

### 74-2. ORGANIZATION AND ADMINISTRATION

[6 sem. hrs.]

A study of the organization patterns in hospitals, clinics, and community health agencies, medical staff organization, principles and practices essential to the efficient administration of a medical record department, professional relationships, development of standard procedures, functions and techniques of supervision, and human relations. Laboratory practice for proficiency.

\* *The course begins with the summer session and continues in the regular session.*

75-2. PROBLEMS IN MEDICAL RECORD ADMINISTRATION [2 sem. hrs.

Seminar on problems encountered in medical record departments, in hospitals, clinics, and other essentially medical facilities.

576-0. DIRECTED PRACTICE EXPERIENCE [4 sem. hrs.

The supervised learning experience through which the student develops insight, understanding, and skill in medical record procedures; learns to deal with the problems of medical record personnel; accepts responsibilities and recognizes the need for preserving the confidential nature of medical records; recognizes the contribution of and learns to work with other professional and non-professional personnel.

## RETAILING

With the exception of *Retailing 20* for sophomores, all of the classes in retailing are held at the Prince School of Retailing, 49 Commonwealth Avenue. Retailing courses may be open to students in other programs of the College by special arrangement.

20-0. INTRODUCTION TO RETAILING [4 sem. hrs.

In the field of marketing, retail distribution is one of the most important sectors; and this course, combining the lecture and case methods of instruction, serves as a broad introduction to the different forms of retailing. The operating methods and problems of the department store, chain store, supermarket, discount house, and small store are examined. Strong emphasis is placed upon the reaction of the retailer to contemporary problems. Such subjects as the future of downtown shopping areas, decentralization and the suburbs, and changing consumer motivations are studied in some detail.

MR. STERNLIEB.

21-0. MERCHANDISE [4 sem. hrs.

Because a knowledge of merchandise is a basic tool for most positions in the field of retailing, this preliminary course dealing with Textiles and Color and Design, each of which affects many kinds of merchandise, is offered in the sophomore year.

The *Color and Line* section acquaints the student with the principles of good design as shown through the color, line, and form of different types of merchandise. The Munsell Color System is used. The aim of the *Textile* section is to enable students to recognize different fibers and fabrics and to know the advantages and disadvantages of each. Problems involved in the new man-made fibers, in the new finishes added to the natural fibers, and in government regulations and informative labeling are emphasized.

MISS STUART.

30-0. INTRODUCTION TO DISTRIBUTION [8 sem. hrs.

This course provides a transition from the role of consumer to the role of a professional in distribution by a survey of the nature, scope, and significance of marketing. The first half-year is concerned with channels of distribution, the consumer, marketing policies and practices, and federal regulation of distribution. These institutions and functions are examined in the light of their relationship to retailing. The second half-year is concerned with wholesaling and retailing. The evolution of wholesaling and retailing is studied, along with the current trends and developments in these fields.

The focus of the course is on the student's understanding of the magnitude and intricacies of the American distribution system, and on how each function relates to the whole.

MR. STERNLIEB.

## RETAILING

### 31-2. RESEARCH METHODS

[4 sem. hrs.]

Designed to familiarize students with the nature and purposes of research used by manufacturers and retailers in answering questions concerning their businesses. The first half of the course emphasizes methods of organizing and conducting research projects, the basic techniques needed, and the interpretation of the results. The second half of the course is an actual research project designed, carried out, and interpreted by the students. Through this medium, the students are given practical experience in the use of the methodology to which they have been exposed. The result of the research project is a final, written report presented to the class during the final week.

MR. \_\_\_\_\_.

### 32-1. FASHION

[4 sem. hrs.]

In selling merchandise at any level of the three important stages in the distributive process, from manufacturer to converter, from converter to retailer, and from retailer to consumer, fashion is today a major sales appeal; and for this reason it is emphasized in the Prince curriculum. This course provides for students a background of fashion information of practical value in the buying and selling of merchandise, particularly of ready-to-wear and accessories. It does not concern itself primarily with the details of variations of the current vogue, but rather concentrates on the factors that lie behind the acceptance or rejection of any style. The subject matter includes the development of fashion through the coutures of Europe and the needle trades of the United States, a background of historic costume from which new fashions spring, and a consideration of the "name designers" who create the styles that become the incentive and stimulus for the entire women's apparel industry.

MISS STUART.

### 40-0. RETAIL MERCHANDISING

[8 sem. hrs.]

Because retail merchandising is a major job area in retail stores and provides a necessary background for work in many related fields, this subject is emphasized throughout the senior year.

During the first semester the responsibilities of a buyer in purchasing merchandise for resale and his relations to other divisions of a store are considered. Since buying is becoming less a matter of selecting merchandise and more the study of customer requirements, of drawing specifications, and of selecting manufacturers best able to follow them, this course offers discussions of the analysis of consumer demand, the development of merchandising policies, and market conditions and representation. Various buying techniques are discussed and the principal objective is to provide a basic knowledge for sound merchandising practices. Emphasis is placed on developing the skills needed to perform successfully in this highly competitive field.

The second semester is concerned with the mathematics of merchandising needed in retailing, and the course concentrates on both the dollar and unit merchandise control problems. Attention is focused upon some of the newer more controversial developments in the field such as expense center control, merchandise management accounting, and the growing role of electronic data processing. Since merchandising is a subject best learned by doing, problems and case work are an important part of the course.

Included as a part of the course is a field trip to the New York market each April. This provides an opportunity for conducted visits to a number of organizations important in fashion and merchandising work.

MR. STERNLIEB.



## 41-0. TECHNIQUES OF RETAIL SUPERVISION

[8 sem. hrs.]

Problems in working with people, in directing their interest and activity toward a useful common purpose, are today among the most difficult and challenging of executive tasks. This course is designed to awaken students to the importance of this phase of their future work and to develop in them the beginnings of an ability to work effectively with people, both on an individual and a group basis.

Specifically, the purposes of this course are: (1) to make students aware of the importance of well-handled human relationships in the business environment; (2) to acquaint them with the problems they will encounter in their daily contacts with people; and (3) to teach them tested ways of dealing with these situations. Throughout the course emphasis is on the problems and duties of the individual supervisor in her relationships with other members of the organization.

*Human Relations.* After a study of the basic principles of effective supervision, actual incidents are used as the basis for class discussions. Relationships with superiors, associates, and subordinates are considered, and accepted attitudes and practices for effectively working with people in a store or other type of organization are studied.

*Teaching Techniques.* In this section of the course students work on a supervisory level with the Salesgirls Class, a group of salespeople sent to the School for specialized training in selling by coöperating Boston stores. Working under supervision, these students are given wide latitude in organizing the course material and preparing lessons according to the needs and abilities of their salesgirls. This provides not only practical teaching experience, but a preview of the problems of supervision they are likely to encounter in the future when dealing with salespeople on the job, and an opportunity to develop the techniques necessary to meet those problems.

*Labor Relations.* The supervisory problems brought about through unionization are presented in this course through a series of lectures and discussions on the development of unionization in the retail field and union-management relations in stores.

MRS. HALEY, MISS STUART.

## 42-1. PERSONNEL ADMINISTRATION

[4 sem. hrs.]

This course emphasizes what prospective executives need to know about personnel management. It concerns itself not so much with the day-to-day problems of the individual supervisor, but with the broader scope of personnel administration within an entire organization. Emphasis is given particularly to retail stores and related organizations. Included in the course are discussions of problems arising from such phases of personnel management as establishing personnel standards, hiring and maintaining sources of labor supply, job and wage evaluation, recruiting, training, controlling labor turnover, merit rating, and promotion plans. Instruction is conducted largely by discussion and the use of the case method. Guest lecturers present problems they have observed as a background for comprehending just what the executive's responsibility is in over-all personnel administration.

MR. \_\_\_\_\_.

## 43-1. SALES PROMOTION

[4 sem. hrs.]

Sales promotion has within the last twenty-five years become increasingly important in all areas of distribution, and is one of the major functional divisions of the retail store. All activities that present the organization and its merchandise to its customers and to the public at large are included in this phase of operation; especially advertising, display, and fashion promotion. This course includes a display workshop in which students practice the designing and construction of window displays, lectures by guest speakers on the advertising and sales promotion programs of their organizations, and an analysis of the duties and re-



## HOME ECONOMICS

sponsibilities of the fashion adviser and her role in the sales promotion division. A major class project is the preparation and presentation of a fashion show, a group enterprise involving the activities of all members of the class.

MISS STUART.

### 44-2. PERSONNEL PROBLEMS IN RETAILING [4 sem. hrs.]

This course is designed exclusively for those students interested in becoming personnel directors and employment managers in retail organizations, and supplements the material presented in *Retailing 42*. The student is given an opportunity to examine and discuss specific current problems facing the personnel executive in stores. The course content varies from year to year depending on the nature of the problems facing retail personnel directors which seem most important. For example, such problems as these may be included: branch store training, current recruiting problems, employee-employer communications in retail organizations, and personnel problems created by extended store hours. Visits to retail employment offices and discussions with those actively engaged in retail personnel work are important parts of the course.

This course is an elective for seniors.

MR. —————.

### 49-2. SEMINAR — CURRENT PROBLEMS IN DISTRIBUTION [4 sem. hrs.]

This course provides an opportunity for students to review and synthesize much of the material learned in previous courses and in their work experience, and to apply this knowledge to controversial problems confronting executives in the field of distribution. Specific subjects are chosen by the students, and then are assigned to a panel of three or four who accumulate background knowledge on the problem to be presented for general discussion and exchange of opinions. In this way, students obtain practice in organizing material for group discussion as well as broadening their understanding of the problems currently facing business executives.

MRS. HALEY.

## GRADUATE SEMINARS

In addition to the courses described above, seminars are arranged to meet the individual needs and interests of the graduate students.

## HOME ECONOMICS

### 10-1, 2. GENERAL COURSE IN HOME ECONOMICS [4 sem. hrs.]

A course planned exclusively for majors in fields other than home economics. Students have opportunity for study and practical experience in various aspects of personal and family living: home management, housing, nutrition and foods, clothing selection and care, family relations, child development. Through class discussions, projects, and laboratory work students acquire some familiarity with the many factors important for successful home living.

MRS. GAWNE, MISS PATTERSON.

### 15-1. HOME ECONOMICS LECTURES

During the sophomore year, when a general background in home economics is being acquired, students become familiar with the many professional opportunities which are available. Staff members meet with the group to consider specific aspects of the various fields of specialization. A brief history of home economics is included as well as a survey of professional journals, and of organizations and their standards for membership.

MISS ROSS and members of the staff.

## 20-1, 2. CLOTHING

[4 sem. hrs.]

The basic principles of clothing construction are taught through the making of selected garments of cotton, wool, and silk or synthetic fabrics. Students become aware of the effectiveness of line, proportion, and color; become familiar with the names, characteristics, and care of common fabrics; and acquire experience in fitting and adjusting for individual figure problems. Field trips and assignments provide the opportunity to gain an appreciation of custom versus ready-to-wear clothing.

MRS. FACKTOROFF.

## 21-2. TEXTILES

[4 sem. hrs.]

A study of natural and man-made fibers, yarns, construction methods, design, and finishing agents as related to selection and care of fabrics. Standard textile testing equipment is used in determining fibers and the construction and durability of fabrics through their response to light, strain, rubbing, and washing.

MRS. GAWNE.

*Prerequisite: Chemistry 10 or an equivalent.*

## 22-1. DESIGN

[4 sem. hrs.]

The purpose of this course is to heighten critical understanding of design and to develop a fuller enjoyment of the student's environment. Contemporary furniture, fabrics, and accessories of American and foreign designers are analyzed. An appreciation of architecture is gained through visits to modern homes and public buildings in the Boston area. The field trips culminate in a personal expression whereby each student experiments with various media and solves a creative problem in advertising. Illustrated lectures and class discussion stress appreciation of fundamental art principles.

MRS. POSTLETHWAITE.

## 23-1, 2. FOODS AND NUTRITION

[4 sem. hrs.]

Students learn how to plan, prepare, and serve attractive and well-balanced meals for individual and family groups. A study of the many factors related to food selection and preparation, such as cost, availability, nutritional value, and the social and psychological aspects. In the laboratory basic scientific principles are applied to food preparation procedures.

MISS FISHER, MISS PATTERSON.

## 25-2. NUTRITION

[4 sem. hrs.]

A study of nutrition and its practical application in menu planning and food selection. Consideration of food habits and dietary customs which are dependent upon many factors — agricultural, economic, social, religious, psychological, and emotional. Students acquire an appreciation of the relation of nutrition to health and an awareness of community responsibility for various nutrition programs.

MISS ROSS.

*Prerequisite: Biology 10, Chemistry 10, Home Economics 23, or equivalents.*

## 30-1, 2. TAILORING

[4 sem. hrs.]

Tailored suits and coats are constructed using custom tailoring techniques on the one, and dressmaker tailoring techniques on the other. Included are fitting problems, cutting to fit the individual figure, and the pressing and blocking of tailored garments.

MRS. FACKTOROFF.

*Prerequisite: Home Economics 20.*

## HOME ECONOMICS

### 33-1, 2. ADVANCED FOODS

[4 sem. hrs.]

A study of food composition, methods of manufacture, marketing, and food preservation. Laboratory work is designed to develop professional food standards and efficient methods of procedure. Field trips to food production and distribution centers. Articles in current professional journals are analyzed and evaluated.

MISS FISHER, MISS PATTERSON.

*Prerequisite:* *Home Economics 23.*

### 34-1, 2. HOME MANAGEMENT

[4 sem. hrs.]

The student in this course has experience in the many aspects of group living during her eight weeks of residence in the home management house. Activities include food selection, preparation and service, care of the house and its furnishings, the use of modern household equipment, and the entertaining of guests. All students enrolled in this course meet three hours weekly throughout the semester to discuss philosophies of management and the utilization of family resources. Study also includes work simplification, kitchen planning, and the selection, care, and use of household equipment.

Non-resident students should include in their budgets the residence fee of \$225 for the eight weeks' period.

MISS BEVACQUA.

### 35-1, 2. CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT [4 sem. hrs.]

A study of the development of the child from conception through adolescence. Through lectures, discussion, and reading the student gains an understanding of the significance of children's behavior and the importance of early events to the development of the mature personality. Experience with young children is provided by observation and participation in the Simmons College Nursery School.

In the second semester students in the School of Nursing enroll for the lectures only and receive two semester hours of credit. Students in other schools may enroll with permission of the Director.

MISS ———.

*Prerequisite:* *Psychology 20*, and permission as above.

*Enrollment:* limited.

### 36-1. FIELD EXPERIENCE IN HOME ECONOMICS EDUCATION [2 sem. hrs.]

Each student teaches a class in foods or clothing in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences are held to organize teaching materials and to discuss teaching techniques, class activities, and the influence of family life on the personality development of children. Individual conferences are held to discuss teaching problems of the individual student.

MRS. KHIRALLA.

### 37-2. DEMONSTRATION TECHNIQUES

[4 sem. hrs.]

A course planned to provide opportunity to observe, discuss, and practice food demonstrations. Emphasis is placed on effective techniques for use in demonstrations.

MISS FISHER.

*Prerequisite:* *Home Economics 33* or equivalents and permission of the Director.

### [38-1. ADVANCED CHILD DEVELOPMENT

[4 sem. hrs.]

An intensive study of the child from conception through the first eight years of life with special emphasis on the influences of the family, the school, and the peer group. Lecture and

discussion supplemented by student reading from a variety of sources, including research reports.

*Prerequisite: Home Economics 35.*

*Enrollment:* limited to seniors following the specialization in child development.

Not offered in 1960-61.]

#### 40-2. CLOTHING DESIGN

[4 sem. hrs.

A basic course in clothing design and pattern drafting. Individual designs in clothing are developed through pattern drafting techniques. Fashion through the centuries is considered, and its influence on designers. The practical effects of times and mores on fashion are brought into focus.

MRS. FACKTOROFF.

*Prerequisite: Home Economics 20, and Home Economics 30 or permission of the Director.*

#### 43-2. EXPERIMENTAL FOODS

[4 sem. hrs.

A study of the physical and chemical factors affecting the quality of the cooked product. Analysis of standard recipes and procedures, and a study of results when methods and materials are varied. A review of recent research in foods. Individual problems are planned and executed, and results evaluated by the group.

MISS PATTERSON.

*Prerequisite: Chemistry 20 and Home Economics 33.*

#### 45-1. ADVANCED NUTRITION

[4 sem. hrs.

An evaluation of recent research in the field of nutrition. Students acquire an understanding of the role of each dietary essential in the maintenance of optimum health and of the many interrelationships of these essentials.

MRS. ABBOTT.

*Prerequisite: Biology 20, Chemistry 21, Home Economics 25, or equivalents.*

#### 46-2. DIET THERAPY

4 sem. hrs.

A study of the relation of diet to diseases where variations in diet are important in treatment. The class studies changes in metabolism and their relationships to dietary requirements and food intake.

MRS. ABBOTT.

*Prerequisite: Home Economics 45.*

#### 47-1, 2. CONSUMER EDUCATION

[4 sem. hrs.

A study of the choice-making, budgeting, and market selection problems facing consumers in using their incomes for present and future needs. Consideration is given to the protection of consumers in the market; standardization, labeling, and pricing of consumer goods; and the use of credit. Factors important to the individual consumer's well-being, such as insurance and investments, are included also.

MISS BEVACQUA.

#### [48-1. EARLY CHILDHOOD PROGRAMS: METHODS AND MATERIALS

[4 sem. hrs.

Content and principles of planning programs for children. Graphic and plastic arts, music, science, and literature are individually considered; and play equipment and materials, personnel considerations, parent and community relationships, and over-all program planning



## HOME ECONOMICS

are studied. The course aims to prepare students to plan and execute programs for young children.

*Enrollment:* limited to seniors following the specialization in child development.  
Not offered in 1960-61.]

### [49-2. EXPERIENCE WITH CHILDREN

[4 sem. hrs.

Through observation and direct experience with groups of young children the student gains knowledge of early childhood group dynamics and behavior. Skills are developed in communicating with young children and in handling individual and group problems. Observation reports, group discussions, and individual conferences supplement the student's field experience. Programs are planned and supervised so that each student gains experience with a variety of programs for young children.

*Enrollment:* limited to seniors following the child development specialization.  
Not offered in 1960-61.]

### 51-2. HOUSE PLANNING AND INTERIOR DECORATION

[4 sem. hrs.

Each student plans the layout and decoration of a house; chooses the community in which the house might be built and the plot of land where it is to be placed; considers traditional and new methods of house planning and building. The course includes the study of the choice and use of furniture; wall, floor, and window treatment, with emphasis on color, line, and texture; and considers budget limitations, family needs, and requirements of modern living.

MRS. O'CONNOR.

### 52-1, 53-2. INSTITUTION MANAGEMENT

[4 or 8 sem. hrs.

An intensive study of basic scientific management principles to prepare the student for positions of leadership in the field of dietetics. Subject matter includes: organization and management, quantity cookery, food and equipment purchasing, and personnel management. Through field experience, related trips, and restaurant shoppers' assignments the student develops an increased understanding of managerial problems. The facilities of the College, of the restaurant and catering departments of the Women's Educational and Industrial Union, and of a representative cross-section of cooperating business and educational establishments provide a variety of case study material.

Upon completion of the course the student is qualified to meet the requirements in institution management necessary for appointment to an approved dietetic internship.

An allowance of approximately \$35 for the year should be provided in the student's budget to cover the cost of transportation and meals when on field assignments.

MRS. DODGE, MISS FAIRCHILD.

*Enrollment:* limited to students following the specialization in institution management.  
*Offered:* as a year course, or first half may be taken separately with the permission of the Director.

### 54-1. CURRICULUM AND METHODS IN THE TEACHING OF HOME ECONOMICS

[4 sem. hrs.

Planned for students preparing for educational work in schools and extension services. Before student teaching (*Home Economics* 55), consideration is given to methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior and senior high schools. After the student teaching period, the class meets in seminar to dis-

cuss home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems.

MRS. GAWNE.

*Enrollment:* limited to seniors following the specialization in home economics education. Students enroll concurrently in *Home Economics 55*.

#### 55-1. STUDENT TEACHING IN HOME ECONOMICS [4 sem. hrs.]

During a period of six weeks, students observe and teach home economics classes in the junior and senior high schools near Boston. Opportunities are provided to plan experiences for boys and girls in the areas of foods and nutrition, clothing, home management, child care, consumer education, and personal and family relations; and to direct other school activities.

Approximately \$30 should be allowed to cover transportation costs to cooperating centers.

MRS. GAWNE.

*Enrollment:* limited to students enrolled concurrently in *Home Economics 54*.

#### 56-2. INTRODUCTION TO PUBLIC HEALTH NUTRITION [4 sem. hrs.]

Designed to help broaden the perspective of the home economics student and to increase her potential sphere of professional influence by developing a general concept of community health services. The course emphasizes the role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. Since the nutritionist operates as a member of the public health team, an explanation of the functions and interrelationships of other members of the team — medical health officer, public health nurse, health educator, and sanitarian — is included. Through field work, discussions, and reading, the student becomes familiar with health agencies at the state and local level.

Approximately \$15 should be allowed to provide for transportation costs required for this course.

MRS. CASO.

*Prerequisite:* *Home Economics 25* and *33* or equivalents, and permission of the Director.

#### 57-2. FAMILY RELATIONS [4 sem. hrs.]

A study of the basic principles of human relations with special emphasis on preparation for marriage, home and family life, and the interaction of the family and the community.

Open to third- and fourth-year students in all schools.

MRS. GAWNE.

#### 59-1, 2. FIELD EXPERIENCE IN HOME ECONOMICS [2 or 4 sem. hrs.]

Students are given opportunity for field experience in one of the areas of home economics. This experience should parallel one of the student's major courses or represent advanced work in the area of the student's specialization. Ability to carry on individual work must have been demonstrated, and special permission secured from the instructor and the Director.

Members of the staff.

#### 200. THESIS IN HOME ECONOMICS EDUCATION [4-8 sem. hrs.]

Designed for students who have been admitted to degree candidacy in the graduate program in home economics education. Under the guidance of a staff member the student plans and carries out an individual study in the area of her special interest. Regular conferences are held with the staff member, or systematic reports made to the College throughout the period of registration. The thesis submitted includes results of the study, analysis of data, and an evaluation of findings.

MRS. GAWNE, MISS ROSS, and members of the staff.

## NURSING

### COURSES OFFERED FOR THE SCHOOL OF NURSING

#### 26-2. NUTRITION FOR NURSES

[2 sem. hrs.]

A study of nutrition with special application to the problems of the nurse. Students evaluate dietaries and plan menus for children and adults under normal conditions. Some insight is gained into the types of nutrition problems which a nurse may encounter in her professional work.

MRS. ABBOTT.

*Prerequisite:* preparation in the basic sciences.

#### 27-1. NUTRITION PROBLEMS IN PUBLIC HEALTH NURSING

[2 sem. hrs.]

Planned especially for the experienced public health nurse. Emphasis is placed upon the practical application of recent nutrition research. Students bring to the discussion various nutrition problems they meet in the field. Brief review of diets for ambulatory patients.

MRS. ABBOTT.

#### [29-2. FOOD PREPARATION FOR NURSES

[2 sem. hrs.]

Through laboratory work and discussion students learn how to prepare and serve good food which retains food nutrients and is tempting to the patient. Considerable emphasis is placed upon learning how to make wise use of the time spent, to acquire skill in the use of equipment, and to serve food attractively. Study of the composition, selection, and care of food and the planning of appetizing meals which make up a normal diet.

Not offered in 1960-61.]

#### A-1. FOODS AND NUTRITION FOR NURSES

A course in food preparation and the principles of nutrition for student nurses in program V. Attention is given to the nutritional value of carefully selected and prepared simple moderately priced meals. Cultural food customs are considered briefly. Ten laboratory lessons are included to provide experience in food preparation and the opportunity to plan efficient management of time and equipment.

MISS FISHER, MISS PATTERSON.

## NURSING

### COURSES IN THE BASIC PROFESSIONAL NURSING PROGRAM

#### NURSING

#### 20-1. INTRODUCTION TO NURSING

[4 sem. hrs.]

Opportunities are provided for students to examine the meaning of health and disease, and to develop beginning concepts and skills in nursing. Selected learning experiences are provided in the hospital and other health agencies.

MISS GORHAM, MISS CLARK.

#### 21-2. FUNDAMENTALS OF NURSING

[6 sem. hrs.]

A continuation of *Nursing 20* with increasing emphasis on the scientific principles underlying nursing practice and on the development, administration, and evaluation of the plan for

nursing care. The study of therapeutic and chemical agents as they relate to patient care is introduced.

MISS CLARK, MISS GORHAM.

## 22-1. PERSONAL AND PROFESSIONAL RELATIONSHIPS IN NURSING

[4 sem. hrs.

This course is developed in two parts. The first part is focused on the personal and professional growth of the student in nursing. Emphasis is placed on definition and clarification of the professional role, and the functioning of the student in her relationships with patients and members of other professional disciplines.

The second part considers the basic principles of group dynamics. Opportunity is provided for students to discuss and function as members of specific groups, nursing teams, discussion groups, and task-oriented groups.

MRS. DUTRA.

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The courses below are offered in 1960-61 for third-, fourth-, and fifth-year students.

## 2. FUNDAMENTALS OF NURSING IIA, IIB

[10 sem. hrs.\*

This course brings the student into the hospital situation and develops her awareness of the total health needs of people. Scientific principles underlying nursing practices are studied and applied in the laboratory and at the bedside. The use of therapeutic and chemical agents as they relate to the care of the patient is explored. Areas of study include the aims and methods involved in health teaching.

MISS GORHAM, MISS CLARK.

## 3. MEDICAL AND SURGICAL NURSING I, II

[16 sem. hrs.

The focus of this course is on the comprehensive care of patients with a wide variety of medical and surgical diagnoses. Guided nursing experience is correlated with the classroom presentations. The psychological and social health aspects of disease, teaching needs of the patient and family, preventive medicine, and use of community resources are included in theory and practice. Integrated throughout the course are pharmacology, nutrition, first aid, and disaster nursing.

MISS GOVONI and others.

## 4. PSYCHIATRIC NURSING

[4 sem. hrs.

Guided experience with selected patients in a private psychiatric hospital is combined with classes, clinics, conferences, field trips, and group discussions designed to increase the student's understanding of the total nursing needs of patients and help her to appreciate the factors influencing human behavior in health and disease. Emphasis is placed on the eventual return of the patient to the community, and the student has an opportunity to explore and develop her own resources in the process of the patient's resocialization.

MRS. DUTRA and others.

## 5. MATERNITY NURSING

[4 sem. hrs.

The program is focused on child bearing as a part of family living, considering the family in its relationship to the community and to society. Emphasis is placed on the role of the nurse in all phases of the maternity cycle and in the newborn period. Correlated with nursing experience in the Out-Patient Department, antepartum and postpartum units, labor and delivery rooms, newborn and premature nurseries.

MISS VARLEY and others.

\* Nursing IIA, 4 semester hours; IIB, 6 semester hours.



## **NURSING**

### **6. PEDIATRIC NURSING**

[4 sem. hrs.]

This program provides opportunity for the study of the health problems of infants and children. Current trends in diagnosis and therapy are considered, and the role of the nurse in prevention, case finding, guidance of patients and parents, and coördination of resources is stressed. Correlated experience is arranged in meeting the physical and emotional needs of the individual child who is ill and in recognizing the impact of illness on the child and the family. Practice areas include selected divisions of the hospital and the Out-Patient Department.

MISS TRAFTON and others.

### **7. TUBERCULOSIS NURSING**

[2 sem. hrs.]

Guided experience in the care of the patient with tuberculosis is combined with clinics, conferences, and individual instruction, to increase understanding of the patient with long-term illness as well as to develop skill in the nursing care and treatment of patients with tuberculosis. The broad implications for prevention and rehabilitation are studied, focusing on the care of the patient with tuberculosis.

### **8. PUBLIC HEALTH NURSING THEORY AND PRACTICE**

[8 sem. hrs.]

The purpose of this course is to provide a correlated block of theory and practice in public health and public health nursing which will develop in the student understandings, appreciations, and skills in public health nursing.

This course includes: Principles and Practices of Public Health Nursing, Introduction to the Field of Public Health Practice, Principles of Biostatistics and Epidemiology, Principles of Community Organization; discussion of the functions and role of various members of the public health team; field experience in selected public health nursing agencies.

MISS VOORHIES, DR. STERNFELD and others.

### **9. SEMINAR IN PROFESSIONAL NURSING**

[1 sem. hr.]

Arranged to provide seniors an opportunity to study the historical development and significance of the organized structure of nursing and to consider the responsibility of individual members of the profession in relation to current problems.

MISS CONLEY.

### **10. SENIOR MEDICAL AND SURGICAL NURSING**

[4 sem. hrs.]

This culminating experience in the program provides for the application of previous learning through carefully selected clinical experiences which are correlated with classroom discussion and individual nursing studies.

MISS GOVONI and others



## **COURSES IN THE GENERAL NURSING PROGRAM**

### **NURSING**

#### **25-2. HUMAN GROWTH AND DEVELOPMENT**

[4 sem. hrs.]

Man from conception through senescence. Emphasis is not only on the physical but also on the cultural, social, and mental aspects and on the dynamics of human behavior. Included are selected field experiences with groups of normal children and adults.

MRS. TWOMEY and others.

## 26-1, 2. PRINCIPLES AND METHODS OF TEACHING\*

[2 sem. hrs.

Includes the planning, preparation, presentation, and evaluation of the teaching-learning process as related to the practice of nursing.

MISS VOORHIES.

*Prerequisite: Psychology 20.*

## 30-1, 2. FIELD WORK\*

[3-6 sem. hrs.

This course provides for induction into the teaching fields through directed observation, participation, and responsible teaching under guidance in the classroom and the clinical laboratory. This course is open only to specially qualified graduate nurses particularly interested in teaching. Application for field experience should be filed well in advance of the semester in which the student wishes to enroll for the course.

MISS VOORHIES and others.

## 31-1. SOCIAL ANTHROPOLOGY

[2 sem. hrs.

This course is based on the influence of culture on human behavior, including ethnic differences in the meaning of illness and how social classes differ. It includes some recent anthropological studies of the hospital as a social structure.

MISS APPLE.

## 33-2. MODERN CONCEPTS OF PSYCHIATRIC NURSING

[2 sem. hrs.

A review of recent studies and research in the epidemiology, treatment, and prevention of mental disease which influence hospitalization, nursing care, and rehabilitation of the psychiatric patient. Clarification of the role of the psychiatric nurse in the present-day clinical situation is explored. Follow-up care of the psychiatric patient in the community and responsibility of the public health nurse are considered.

MRS. DUTRA, MRS. TWOMEY.

## [35-2. SOCIAL FOUNDATIONS OF NURSING

[4 sem. hrs.

Historical foundations of modern nursing, the influence of contemporary society, current trends in nursing and nursing education, and the role of professional organizations.

Not offered in 1960-61.]

## [45-1, 2. COMPREHENSIVE NURSING

[8 sem. hrs.

General and professional education applied to nursing. The aim is to deepen understandings and appreciations in order to further develop skills in nursing. Supervised field practice is included.

Not offered in 1960-61.]

## 46-1, 2. GROUP PROCESS FOR NURSES

[4 sem. hrs.

Basic principles of group dynamics. Opportunity is provided for students to function as members of a group and to observe forces operating within a group.

Not offered in 1960-61.]

## 47-2. INTRODUCTION TO MANAGEMENT AND TEACHING

[8 sem. hrs.

Elements of management and teaching. Supervised field practice is included.

MISS HOUSTON and others.

*Not to be offered after 1960-61.*

## NURSING

### 48-2. PUBLIC HEALTH NURSING

[8 sem. hrs.]

Organization and principles of public health and public health nursing. Theory and practice in public health nursing are correlated.

MISS VOORHIES, DR. STERNFELD, and others.

## PUBLIC HEALTH NURSING

### 21-1, 2. INTRODUCTION TO PUBLIC HEALTH NURSING\*

[2 sem. hrs.]

The general scope of public health nursing and its relationship to developments in the total public health program. The objectives, functions, and philosophy of private and public agencies in rural and urban areas. Emphasis is on the responsibility of the individual public health nurse for adequate family health service, whether she is employed by a board of education, industry, health department, or visiting nurse association.

MISS STIMSON.

### 22-2. ADMINISTRATION OF PUBLIC HEALTH NURSING\*

[2 sem. hrs.]

This course extends the student's understanding of her administrative responsibilities in public health nursing, particularly in the small agency. Problems of community relationships, use of citizens' committees, records and reports, budgets, publicity, and personnel practices are discussed.

MISS STIMSON.

*Prerequisite:* Public Health Nursing 21 (completed or taken at the same time) and acceptable experience.

### 25-2. MENTAL HYGIENE

[2 sem. hrs.]

The case work discussion approach to the problems of mental health. An opportunity for the nurse to gain a better understanding of herself, her patients, and her community.

MRS. TWOMEY.

### 31-1, 2. PUBLIC HEALTH NURSING FIELD WORK

[5-10 sem. hrs.]

A four-month program of supervised observation and participation in community and family health services. Assignments are made according to the need of the student and the facilities available. The minimum time spent in practice is usually two months, the total time required depending on the quality of the student's prior experience.

MISS STIMSON.

*Prerequisite:* Public Health Nursing 21 and an additional six semester hours of approved courses.

### 32-1. MATERNAL AND CHILD HEALTH

[2 sem. hrs.]

This course is concerned with the characteristics of the areas of maternity and child health as a basis for exploration of the hazards and opportunities, and the best use of health services during these periods.

DR. STITT, DR. VALADIAN.

\* Not to be offered after 1960-61.

## PHYSICAL EDUCATION

### COURSES IN THE GRADUATE PROGRAM

#### NURSING

- 101-0. ADVANCED PUBLIC HEALTH NURSING [6 sem. hrs.  
Philosophy, history, problems, and functions of public health nursing.  
MISS HAGELSHAW.
- 103-1. ADVANCED PUBLIC HEALTH NURSING PRACTICE [2 sem. hrs.  
Directed practice in family health supervision. Introduction to supervisory techniques in public health nursing.  
MISS HAGELSHAW, MRS. TWOMEY.
- 104-2, S\*. PRINCIPLES AND METHODS OF RESEARCH AND REPORT [6 sem. hrs.†  
Concepts and methods of research applied to problem solving in public health nursing. An independent study with a written report is required.  
MISS HAGELSHAW and others.
- 105-2. TEACHING AND CURRICULUM DEVELOPMENT IN NURSING [4 sem. hrs.  
Review of principles underlying the teaching-learning process: methods of organizing instruction and directing learning. The group participates in study of principles and problems in the development and revision of curriculum in nursing.  
MISS HOUSTON.
- 106-1. PRINCIPLES OF EPIDEMIOLOGY [2 sem. hrs.  
Basic principles of the science of epidemiology are presented with examples from both communicable and non-communicable disease. With this is a discussion on statistical methods designed to deal with study of mass problems.  
DR. STERNFELD.
- 107-2. FIELD PRACTICE IN TEACHING AND SUPERVISION [2-4 sem. hrs.  
Guided experience in supervision in public health nursing. Practice teaching in classroom and field.  
MISS HAGELSHAW and others.
- S108. PUBLIC HEALTH NURSING SEMINAR [2 sem. hrs.  
Critique of the field of public health nursing.  
MISS HAGELSHAW.

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION FOR FIRST-YEAR STUDENTS

Participation in two hours a week of physical education is required of all first-year students. Emphasis is placed on the development of good body mechanics to improve physical efficiency and appearance, and on the acquisition of recreational skills which will enable the student to enjoy an activity during and after college. The courses scheduled during the two

\* Begins in the second semester and continues in the summer session.

† Nursing 104-2, 2 semester hours; S104, 4 semester hours.



## INDIVIDUAL STUDY

semesters are: movement fundamentals, posture and conditioning activities, dance (ballroom; country, folk, and square; modern dance), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, softball, swimming, tennis, volleyball).

Additional elective instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program.

MISS ROWE, MISS OLMSTEAD, MRS. GREENE.

### 21-0. PHYSICAL EDUCATION IN PHYSICAL THERAPY I [2 sem. hrs.]

*Swimming.* One hour a week during the first semester. Emphasis on the development of maximum proficiency, confidence, and endurance. Survey of methods in swimming for the handicapped. Students who have Red Cross Senior Life Saving or Instructor's certificates are excused from the swimming class and assigned special projects.

*Rhythmic Activities:* One hour a week during the college year. Basic fundamentals of rhythmic movements, methods and materials in recreational dance — ballroom, folk, country, and square. Practice teaching included.

MISS OLMSTEAD, MRS. GREENE.

### 31-0. PHYSICAL EDUCATION IN PHYSICAL THERAPY II [2 sem. hrs.]

*Fundamentals of Movement and Corrective Exercises.* One hour a week during the college year. Emphasis on the development of good body mechanics in everyday activities, and an introduction to the principles and techniques of corrective procedures as a foundation for later courses in therapeutic exercise.

*Recreation for the Handicapped.* One hour a week during the first semester. Methods and materials in adapted games and sports, and social recreation for physically handicapped children and adults. Visits to hospitals and hospital schools are scheduled.

MISS ROWE.

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## INDIVIDUAL STUDY

Nearly all departments arrange through individual study courses (numbered 60) to allow a student to concentrate in some field of special interest in which she may do original investigation. These courses are conducted exclusively by individual conferences and reports, and the hours and credits (4 or 8 sem. hrs.) are specifically determined for each student. They are open, with the approval of the chairman of the division, to third- or fourth-year students who have maintained a general average of B, and an average of A — in the chosen field, throughout their college course. A student may register for only one individual study course in any semester.

# General Information

## THE COLLEGE EDUCATIONAL BUILDINGS

### THE MAIN COLLEGE BUILDING

THE main College building is situated near the southern end of The Fenway, facing the city. Here are the administration offices, classrooms, conference rooms, laboratories, auditorium, library, student bookstore, locker rooms, and cafeteria. The building occupies a frontage of 480 feet and has a ground area of about 36,000 square feet. The central portion was completed in 1904, the west wing in 1909, and the east wing in 1929. It may be reached by all Brookline Avenue busses, which leave Kenmore Station, and by all Huntington Avenue cars and busses.

*The College Library.* To supplement instruction in the various courses, the College maintains a working library of approximately 100,000 volumes to which important additions are made each year. An excellent reference collection as well as a broad selection of periodicals is available for the use of students in all departments of the College. Outstanding special collections are maintained in the Schools of Library Science, Social Work, and Retailing.

In Metropolitan Boston, the student has access to one of the world's great library centers. Through coöperative arrangements with many libraries in the Boston area Simmons College students may, upon application to the Director of the College Library, secure readers' or borrowers' privileges at these institutions for materials not available in the College Library.

A competent professional staff assists students and members of the faculty in the use of the Library and in furthering the solution of their individual problems of study and research.

A new college library building located on Avenue Louis Pasteur and The Fenway will be ready for occupancy early in the September 1960 semester. This building will provide excellent library facilities to students and faculty, including exhibition areas, browsing rooms, complete audio-visual facilities, and lounges, as well as spacious quarters and facilities for the Schools of Library Science and Publication.

*The Gymnasium and the Athletic Ground.* A room on the first floor of the west wing of the main College building is equipped for the Department of Physical Education. The dressing rooms, showers, and lockers are in the basement. In the rear of the College building are the sport fields with an archery range, softball diamond, and tennis courts. Participation in physical educa-

## RESIDENCE

tion activities is required of all freshmen unless excused by the Health Office. For other students participation in these activities is optional.

*The Cafeteria.* The cafeteria is located in the basement of the west wing of the main College building and is open Monday through Friday when the College is in session.

*The Coöperative Store.* The Simmons Coöperative Store, in the basement of the east wing of the main College building, is open every weekday except Saturday from eight-thirty to four-thirty. Here students may purchase or order books, stationery, and so forth. At the end of the year the net profits revert to student organizations.

## SCHOOL OF SOCIAL WORK

Classes for students in the School of Social Work are held at 51 Commonwealth Avenue, Boston. In this building is the library of the School of Social Work, including the important and valuable collection of books and pamphlets relating to charities which was transferred to the College by the Boston Children's Aid Society.

## PRINCE SCHOOL OF RETAILING

Classes in retailing are held at 49 Commonwealth Avenue, Boston, adjacent to the School of Social Work.

## RESIDENCE

ALL undergraduate students who do not live in their own homes or with immediate relatives are expected to live in the College residence halls. Exceptions to this rule may be made only with the *prior* approval of the Dean and any changes in residence during the college year must also receive her approval *in advance*.

The College residence halls are in Boston about a quarter of a mile from the main building. The campus is bounded by Brookline Avenue, Short Street, and Pilgrim Road.

The group consists of:

Arnold Hall  
Dix Hall  
Evans Hall

78 Pilgrim Road  
30 Pilgrim Road  
305 Brookline Avenue

Morse Hall	275 Brookline Avenue
North Hall	86 Pilgrim Road
Simmons Hall	255 Brookline Avenue
South Hall	321 Brookline Avenue

Appleton House	291 Brookline Avenue
Brookline House	281 Brookline Avenue
Hastings House	4 Short Street
Longwood House	46 Pilgrim Road
Pilgrim House	54 Pilgrim Road
Turner House	2 Short Street

Most of the rooms in North, South, and Evans Halls are single rooms, but there are a few double rooms and two-room suites with accommodations for three students. All the rooms in Arnold, Dix, Morse, and Simmons Halls are double, as are most of the rooms in the small houses. All students living on campus eat their meals in Bartol Hall.\* Adjacent to Bartol Hall is Alumnae Hall, which serves as a general social center for student activities.

### ROOM FURNISHINGS

The College provides the necessary furniture for all rooms, but does not include rugs or window curtains. The bed is a single couch, three feet wide; pillows are twenty-two inches wide. The student supplies towels, and all her bed linen, including bedspread and blankets. Local arrangements may be made for the rental and laundry of bed linen and blankets.

### ASSIGNMENT OF ROOMS

Students already in residence choose their rooms in the spring. Lots are drawn in the order of classes, the juniors having the preference. Rooms are assigned to upperclass students, freshmen, and students entering with advanced standing from other colleges in that order.

Candidates for admission to the College as resident freshmen should make early application to the Director of Admission, since rooms are assigned in the order of application to those whose admission papers are complete by August first of the year of entrance. The names of those who apply for rooms after August first or whose admission papers are not complete by that date are placed on a waiting list for residence hall rooms. Notice of room assignment is mailed to the student early in September.

\* See Regulations, page 168.



## ACTIVITIES

### REGULATIONS

The College residence halls are under the general supervision of the Dean, who is represented by the Director of Students on campus, with a Resident Head in each residence hall. The direction of matters of order and conduct is assumed by the Student Government Association, working in close coöperation with the Dean and the Director of Students.

Students may enter the College residence halls the day before registration begins. They will not be admitted earlier than this date, and are expected to leave the day after their final classes or examinations. Exceptions to this rule are made only with the permission of the Dean or the Director of Students. All College halls and houses are closed during the Thanksgiving, Christmas, and spring vacations. Exceptions are sometimes made at Thanksgiving for foreign students and for other students who live at great distances from the College. Arrangements must be made in advance with the Director of Students.

All students who live on campus are expected to eat their meals in Bartol Hall at the regularly scheduled times. No special dietary arrangements are possible without the authorization of the College Health Office.

### FOREIGN STUDENTS

The International Student Association of Greater Boston, of which Simmons College is a member, maintains a Center at 33 Garden Street, Cambridge, Massachusetts, which provides facilities for social and cultural activities for foreign students and their American friends. Activities include teas, lectures, discussion groups, outings, dances, concerts, and hospitality in American homes. Foreign students who arrive in Boston before the College residence halls open may obtain temporary accommodations at the Center.

## COLLEGE AND CAMPUS ACTIVITIES

**A**LL student activities at Simmons College are closely correlated with the educational program, so that they contribute to the growth of the student in character, poise, and leadership ability.

### ACADEMY

The *Academy* is the honor society of Simmons College. Students of superior attainment may qualify for admission at the beginning or the end of the senior year.

## STUDENT ORGANIZATIONS

All students registered in the regular undergraduate programs of the College are automatically members of the Student Government Association. Membership of each student implies her assumption of personal responsibility for upholding the standards of integrity stated in the Honor Code. Students do their own work, write papers, and take examinations without Faculty proctoring. In the social realm, students pledge to obey all campus and social regulations made by Student Government. It is expected that they will conduct themselves in a manner acceptable to the Student Government Association's concept and interpretation of the Honor Spirit.

The student organizations of the College which represent the various activities of the students are: Athletic Association, FAD (Films, Art, Discussion), Forum, Glee Club, Modern Dance, Outing Club, Social Relations, Sock and Buskin, Sophomore Workshop, United States National Student Association, Christian Association, Christian Science Organization, Hillel Foundation, Inter-Varsity Christian Fellowship, Newman Club, and Orthodox Club. In addition to these, there are clubs of professional interest.

## STUDENT PUBLICATIONS

In May of each year the senior class publishes the *Microcosm*, which gives information about the senior class, the College faculty, and the various organizations of the students.

*The Simmons News* is published weekly by the students, and contains information on matters of current interest.

*The Simmons Review*, a quarterly magazine, is published for both undergraduates and alumnae. Student writing of merit is accepted for publication.

*Essays and Studies*, published periodically, consists of distinguished papers written by students in any academic or professional course.

*The Student Handbook* describes student activities and College mores, and gives general information about the College.

## ALUMNAE ASSOCIATION

An organization of over 14,000 former students, both graduates and non-graduates, the Alumnae Association serves and extends the interests of Simmons College. While continuing the spirit of fellowship among its members and strengthening their relations with the College, the Association works for the educational interests of women. The Alumnae Office, as well as the office of the all-College publication, *The Simmons Review*, is located at the main College building.

## HEALTH

IT is the purpose of the College to conduct a health program which will result in graduating women physically as well as mentally fit to enter the professions for which they have prepared. All first-year students devote two hours a week to physical education and upperclassmen are encouraged to participate in the activities which interest them. (See page 163.)

No student is permitted to register for a full-time program (twelve semester hours or more) until a satisfactory certificate of health including reports on certain tests, for which the College provides forms, is on file with the College physician. A student returning to the College after absence of a year or more may be required to submit a new health certificate. Good health is important, and any handicap should be mentioned in the application for admission and noted on the health certificate, so that any arrangement for special attention may be made prior to college entrance.

Each young woman who files a health certificate is given a general physical examination by the College physician, or one of her assistants, at the College just before or soon after the beginning of the college year, and whenever thereafter it may seem advisable.\*

A student may be refused admission, or required to withdraw from the College if the examination reveals a condition of health which, in the opinion of the College authorities, makes it unwise for her to undertake or continue college work.

The staff of the Health Department includes the Director of Health, a second physician, a consulting psychiatrist, a roentgenologist, an X-ray and laboratory technician, and resident nurses.

The College physician holds office hours daily in the main College building, and has general supervision of the infirmary. The nurses at the infirmary are directly responsible to the physician. Minor illnesses are treated by the physician either in her office or in the infirmary, but students whose illness may be severe or prolonged are referred to hospitals or approved physicians in the city. The health fee covers a maximum of five days of infirmary care a year, exclusive of medication. Additional infirmary care and any expense for treatment at a hospital or under the care of a consulting physician must be borne by the student or her family, who are if possible consulted in advance. Upon the request of a student's parents, reports of treatments or consultations with the College physician are sent to the family physician. It is requested that parents do not allow students to return to the College at the end of vacations if they have contracted any contagious disease. This includes severe sore throats and any upper respiratory infection in its first three or four days.

\* See page 177.

The College does not provide medicines, but such vaccinations or inoculations as may be required as prerequisites by the school in which the student is registered will be given without extra cost to the student. Students in medical technology, five-year nursing (program I), and physical therapy are required to have immunization against smallpox, tetanus, diphtheria, typhoid, para-typhoid, poliomyelitis, and tuberculosis (BCG vaccination). Any necessary diagnostic X-ray work will be done at the College with no additional expense to the student. X-ray examinations which require special apparatus cannot be done at the College and the cost of these must be borne by the student. Routine laboratory tests prescribed by the physician will be done without additional charge. An extra charge will be made for special chemistry and diagnostic tests, as they must be done in outside laboratories.

The College bears no responsibility for medical care of students during the summer months.

The College has arranged to coöperate with an insurance company in offering a voluntary accident and sickness insurance plan. In view of the high cost of hospitalization — from about \$24 a day, in an approved Boston hospital, for board and room in a ward to considerably more in a semi-private or private room — students are urged to avail themselves of the protection offered by this insurance if they have no other suitable plan.

## DEGREES AND DIPLOMAS

A CANDIDATE for a degree or diploma is expected to complete the work of the program in the normal number of college years. When a student enrolled in a program leading to any degree or diploma withdraws for a length of time which would extend the work of the program to a period longer than normal, the nature and amount of the additional work, if any, to be required for satisfactory completion of the program will be determined by the Faculty upon recommendation of the director of the school concerned.

### THE DEGREE OF BACHELOR OF SCIENCE

The requirements for the degree of Bachelor of Science are as follows:

- I. All entrance requirements.
- II. Satisfactory completion of distribution requirements, as follows:
  - a. *English 10* or *11*, or the equivalent.
  - \*b. Competence in a foreign language, to be demonstrated in one of these several ways:

\* Effective with the first-year class entering the College in September 1960.



## DEGREES AND DIPLOMAS

1. by successful completion of eight semester hours of foreign language courses on the second-year or intermediate level;
  2. by completion of a foreign language course on the first-year or introductory level with the grade of A;
  3. by passing a proficiency test in a foreign language to be administered at the beginning of the college year and toward the end of each semester;
  4. by an appropriate grade in the foreign language proficiency test of the College Entrance Examination Board.
- \*c. Eight semester hours in the Division of Science.
- \*d. Eight semester hours in the Division of Social Studies.
- \*e. Eight semester hours in literature, the arts, or philosophy. ("Literature" may include advanced courses in foreign language at or above the level of *French 30, German 20, Spanish 20.*)

III. All the prescribed subjects in some definite four-year or five-year program printed in the catalogue, or in some specific program approved by the director of the school.

IV. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing grade.

V. A quality point average, based on a normal 32-semester-hour program, equivalent to at least 1.75† in the first three years, and at least 2.0 (an average of C) in the fourth or final year.

An applicant for the degree must do her final year of work at the College.

### THE DEGREE OF MASTER OF SCIENCE

The conditions for obtaining the degree of Master of Science are as follows:

1. Every candidate for the degree of Master of Science must hold the degree of Bachelor of Science from Simmons College, or a baccalaureate degree from some other approved institution.
2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.
3. The subjects elected must be approved by the Faculty Committee on Programs and Academic Standing, and by the heads of the schools or divisions in which they are taken.

\* Effective with the first-year class entering the College in September 1960.

† See MARKS AND VALUATIONS.

## *ADMINISTRATION AND GOVERNMENT*

4. Customarily admission to degree candidacy is granted upon the recommendation of the School concerned after the candidate has satisfactorily completed at least 16 semester hours of work in Simmons College and given convincing evidence of professional promise.

5. The candidate must pursue studies at the College for at least one year after receiving the baccalaureate degree. The year's work must be the equivalent of at least 32 semester hours. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. It is understood that a student's connection with the College may be terminated whenever in the judgment of the Faculty he or she has failed to show efficient industry, scholarship, or professional aptitude.

### *DIPLOMAS*

Diplomas are granted to students who complete successfully the one-year programs in Publication, in Business, in Medical Record Administration, in Retailing, in Medical Technology, and in Orthoptics, and the year-and-a-half program in Physical Therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

### *MARKS AND VALUATIONS*

The marks which are given each year, based on the class work and on the examinations given at the end of the course, are: A (excellent), B (good), C (fair), D (low), E (failure). The mark of D implies that special conditions regarding dependent courses and graduation may be imposed by the Faculty. In case any such conditions are imposed, both the student and the parents or guardian are notified.

In determining the general quality of a student's work, the following valuations have been established: A = 4, B = 3, C = 2, D = 1.

## *ADMINISTRATION AND GOVERNMENT*

### *ORGANIZATION OF THE COLLEGE*

THE immediate government of the College is entrusted by the Corporation to the College Faculty, which consists of the President, the Dean, the full-time professors of the various grades, the full-time instructors and lecturers having had three years of full-time experience in college teaching, one year of which has been at Simmons College, and such other members of the staff as the Executive Committee may designate.

## *ADMINISTRATION AND GOVERNMENT*

At the beginning of each year every student is required to register her proposed schedule of studies. After the first year, the director of the school in which a student is pursuing her professional work has the immediate supervision of her progress and standing and must approve all changes in accepted schedules of studies. A change of school after the first year must have the approval of the Committee on Programs and Academic Standing.

All questions regarding the admission of students and the credit to be given for courses completed at other institutions are determined by the committees of the Faculty on admission and programs.

### *ATTENDANCE*

Attendance is expected at all college classes. Students should understand that if they are absent, for whatever reason, instructors are not obliged to grant requests for supplementary work. A student may be required to withdraw from a course in which her absences have been excessive.

College appointments take precedence over any other engagements, including outside employment. The college schedule of classes and laboratories regularly occupies the hours between quarter to nine and ten minutes past four from Monday to Friday, inclusive, except on legal holidays; on occasion, attendance may be required at class exercises meeting at other than these regular hours. The semi-annual examination periods include Saturdays, so that attendance at Saturday examinations may be required. In a few programs, after-hour and Saturday classes are scheduled for the convenience of part-time students.

### *CONDUCT AND SCHOLARSHIP*

A student is admitted only on the condition that her connection with the College may terminate whenever, in the judgment of the Faculty, she has failed to show sufficient industry, scholarship, or professional aptitude to justify her relation with the College. A student may be dismissed who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College.

### *WITHDRAWAL*

A student who is obliged for any reason to withdraw from the College during the academic year is expected to notify the Dean. Her withdrawal becomes effective on the date on which the College receives written notification from her parents or guardian.

## EXPENSES

THE first bill includes one-half of the annual charge (minus the \$50 registration deposit), the residence hall key deposit, the first payment of the comprehensive fee, and the deposits required in certain courses. The second bill includes the remainder of the annual charge, the comprehensive fee, and deposits.

Bills must be paid in advance. Payment of the first bill is due not later than September 30, 1960, and of the second bill not later than February 3, 1961. For fourth-year students in medical record administration and medical technology, the first payment is due by June 24, 1960. Checks should be made payable to Simmons College and presented at the Comptroller's Office.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no reduction or rebate of charges can be made in cases of extended absence or of withdrawal during the year. The College reserves the right to change any fees at the end of any term should conditions make it necessary.

## APPLICATION FEE

A fee of \$10 is required at the time of application. This fee is not returnable and is not applied on any subsequent term bills.

## REGISTRATION DEPOSIT

A deposit of \$50 is required of all candidates accepted for admission. After the February meeting of the Committee on Admission the bill for this deposit is enclosed with the formal notification of the applicant's acceptance. This deposit is credited on the first bill, but it is forfeited if the student does not register for work during the year for which she is accepted.

## UNDERGRADUATE FEES

*Annual fee for full-time programs*

For resident students (tuition, room, board)	\$1800
For non-resident students (tuition only)	\$900

*Fees for special full-time programs*

## School of Science

## Final half-year in Physical Therapy

For resident students	\$720
For non-resident students	\$270

## School of Nursing

## Five-year program (I)

Fourth year	\$500
Fifth year	\$500*

\* Plus approximately \$225 for board and room during Public Health Nursing experience.



## EXPENSES

*Partial program* (fewer than twelve semester hours per half-year)

\$28.50 per semester hour

*Summer programs*

\$28.50 per semester hour

*Late registration fee*

\$5 for registration after the dates set for the purpose, unless excused by the Dean.

*Late change of school fee*

\$10 for change of school after the beginning of the semester.

*Course change fee*

\$2 for each change of course on the student's initiative after the first week of classes.

*Make-up examination fee*

\$5 for failure to appear at make-up examination, unless fee is waived by the Dean.

## RESIDENCE CHARGES

A deposit of \$50 is required before any room can be reserved. This deposit is held by the College until the student's graduation or withdrawal from the residence halls. After the February meeting of the Committee on Admission entering students receive the bill for this deposit with the formal notification of acceptance. The entire amount of the deposit is returned if notice is received by the College on or before July first that the student does not wish the room. If the room is given up after July first, this deposit will be forfeited. Unless a room is occupied, it is not reserved after the second week of the college year except by special arrangement.

Rooms are reserved *for the college year*; students are expected not to leave the residence halls unless they withdraw from the College.

Students who plan to enter the residence halls at the beginning of the second semester are required to pay a \$50 deposit before the room assignment can be made. They should see the Director of Students well in advance of the opening of the semester.

If a student withdraws from residence before graduation, the room deposit will be refunded if notice is received by the Dean's office on or before July first for the first semester, or before January fifteenth for the second semester.

## EXPENSES

For non-resident students registered in *Home Economics 34* for four semester hours' credit, the charge for eight weeks' residence in Pilgrim House is \$225.

The residence charge for undergraduates who live in the residence halls during the seven-week summer session is \$180. (For residence expenses of fourth-year medical record administration students, see page 63.) Information regarding accommodations for other summer students is contained in the bulletins issued by the Schools of Library Science, Education, Home Economics, and Nursing.

A \$5 key deposit is required of all students living in the residence halls.

A \$3 fee is charged for any change of room after the beginning of the college year.

### COMPREHENSIVE FEE

A comprehensive fee of \$35 per semester is charged to all full-time undergraduate students. This comprehensive fee embraces the student activities fee, which contributes to the support of *The Simmons News*, Student Government Association, the various classes, and other student activities; the health fee; charges for the cost of supplies and materials used in courses; and the graduation fee.

The health fee covers the cost of medical examinations and consultations given by the College physician and her assistants, treatments which may be given by the College nurses, and a maximum of five days of care a year in the College infirmary (with the exception of medications) as advised by the physician. Any infirmary care beyond five days is charged to the student at the rate of \$5 a day. Non-resident students who are confined to the infirmary are charged for their meals at the current rate established by the dining hall management. A fee of \$2.50 is imposed on any student who fails to notify the Health Office if she is unable to meet an appointment made for her physical examination. Simmons College also offers on an optional basis at additional cost Students' Accident and Sickness Reimbursement Insurance. Information concerning this insurance is made available by the Comptroller.

### COURSE FEES

In certain areas students who are not required to pay a comprehensive fee may be charged individual course fees not to exceed \$35 per semester.

### DEPOSITS

In certain programs a deposit is required to cover incidental expenses, the balance to the credit of any student being returned at the end of the

## EXPENSES

course. These deposits, which are payable at the beginning of the course, are as follows:

\$8 for Library Science graduate students and seniors in professional courses.

\$20 for Retailing sophomores.

\$40 for Retailing juniors, seniors, and graduate students.

To cover the cost of field trips, required textbooks, trade magazines, and other materials.

In *Biology 41* and in all chemistry laboratory courses each student is required to purchase a coupon book. Coupons remaining after the final check by the chemistry stockroom may be cashed.

Students enrolled in biology courses will be billed individually for personal breakage of laboratory equipment.

### GRADUATE FEES AND DEPOSITS

#### *Annual fee for non-resident students*

For full-time programs \$900

Exceptions:

School of Science

Final half-year in Physical Therapy (IV) \$270

School of Nursing

Public Health Nursing (VI)

Regular session (Simmons College and the

Harvard School of Public Health \$1100

Summer session \$175\*

#### *Partial program* (fewer than twelve semester hours per half-year)

\$28.50 per semester hour

#### *Summer programs*

\$28.50 per semester hour

#### *Library Science fees*

A general fee of \$6 each semester and \$3 each summer is required of all full-time graduate students enrolled in professional courses in Library Science. An additional fee of \$2 each is charged for *Library Science 115* and *117*.

A fee of \$2 per course (not to exceed \$6 in any half year) is required of all part-time students enrolled in Library Science courses.

Students registered for *Library Science S204* (Special Library Field Experience) are charged \$75.

\* Effective summer 1961.

*Field work fee*

\$10 per semester, required of all students in the School of Social Work enrolled in field work.

*Thesis work*

## School of Social Work

\$60 for supervision during each semester in which the candidate is not enrolled in *Social Work 251*,\* or \$30 for supervision during the summer months; \$10 reading fee for review of a thesis in final form after end of the summer or semester.

Prince School of Retailing (*in absentia*)

\$60 for supervision during each half-year in which thesis assistance is needed and available after the completion of the year in residence.

*Graduation fee*

\$7.50, required of all candidates for the degree of Master of Science or the diploma.

*Other course fees and deposits, late registration fee, course change fee, and make-up examination fee*

See page 176.

*Health fee*

\$25, required of all full-time women graduate students except those enrolled in the School of Social Work, the medical record administration program of the School of Business, and non-resident students in program II of the Prince School of Retailing. For a description of the services covered by this health fee see page 177.

## SCHOLARSHIPS AND LOANS

IT is the policy and aim of Simmons College to assist as many worthy and able students as possible. Students must apply for such assistance and, except in the case of Regional Scholarships, give accurate evidence of need. Scholarship awards are to be applied to College charges only.

## SCHOLARSHIPS FOR FIRST-YEAR STUDENTS

FRESHMAN. Simmons College makes available a limited number of large *Freshman Scholarships* (up to a maximum of \$1400 for one year) for award to

\* See page 141.



## FINANCIAL AID

candidates of excellent ability who show evidence of financial need. Holders of these scholarships are required to live in the College residence halls. The continuance of these scholarships beyond the freshman year depends upon the need of the student and the quality of her academic work. Application for continuance must be made *annually* before February fifteenth.

There is also a limited number of small scholarships available to both resident and non-resident first-year students.

**REGIONAL.** Two *Regional Scholarships* of \$900 for each of four years, are awarded to candidates from any state in the United States, exclusive of those in southern New England and the State of New York. Holders of *Regional Scholarships* are required to live in the College residence halls. Application for the continuance of these scholarships beyond the freshman year must be made *annually* before February fifteenth. Such continuance is conditioned upon the maintenance of acceptable academic standing and good college citizenship.

**ALUMNAE.** The *Simmons College Alumnae Association Scholarship* of \$900 is awarded annually to an entering student. She must give evidence of intellectual ability, be of sound character, and demonstrate need for financial aid. The College will continue these awards for the three succeeding years to the Alumnae Scholars who maintain acceptable academic standing and who are good college citizens, if they make the usual *annual* application.

**AGNES M. LINDSAY.** For the year 1960-61, two *Agnes M. Lindsay Scholarships* will be awarded to entering students on the basis of intellectual ability and need. These scholarships provide \$900 for each of four years, subject to *annual* application before February fifteenth and the maintenance of acceptable academic standing and good college citizenship.

## PROCEDURE

1. Application must be made for admission to the College. See page 33.
2. Application forms for first-year scholarships may be obtained from the Director of Admission. Both forms must be completed and returned by February fifteenth — one to the office of the Dean of Simmons College, the other to the College Scholarship Service, Box 176, Princeton, New Jersey.

## SCHOLARSHIPS FOR STUDENTS ENROLLED IN THE COLLEGE

### QUALIFICATIONS

1. Good character
2. Need for financial assistance
3. Demonstration of interest and success in college studies
4. Good college citizenship

## PROCEDURE

Application forms may be obtained in the Office of the Dean, and must be returned by February fifteenth of the academic year preceding that for which the scholarship is desired.

## NAMED OR ENDOWED SCHOLARSHIPS

## FOR UNDERGRADUATES

The *Winifred Armstrong Scholarship Fund*,\* for the benefit of a student from Calais, Maine.

The *Sarah Louise Arnold Memorial Scholarship Fund*, established by alumnae and friends of Simmons College, for students entering their senior year in any of the Schools.

The *Smith Tinkham Balkham Scholarship Fund*, for the benefit of a graduate of Calais Academy, Calais, Maine.

The *Borden Scholarship Award*, established by the Borden Company Foundation, Inc., to be awarded to that student majoring in Home Economics who, upon entering her senior year of study, has achieved the highest average grade of all similarly eligible students in all preceding college work. The student's curriculum must have included two or more courses in foods and nutrition.

The *B. Marion Brown Memorial Fund Scholarship*, for a student in the School of Science or for one in the School of Home Economics who is specializing in chemistry.

The *Lillian Clark Brown Scholarship Fund*,\* preference being given to a resident of New Britain, Connecticut, in need of financial assistance.

The *Nellie Parney Carter Scholarship Fund*, to be used for maintaining scholarships in the College.

The *Class of 1910 Memorial Scholarship Fund*,\* preferably for the daughter of a Simmons College graduate.

The *Dorothy Cleaveland Scholarship Endowment Fund*, to be used for maintaining scholarships in the College.

The *Fannie F. and Alice W. Clement Scholarship Fund*, for a student in the School of Home Economics.

The *Jane Conard Scholarship Fund*, for students in the School of Home Economics and the School of Library Science.

The *Danielson Memorial Fund Residence Scholarship*, awarded in the spring to an outstanding junior to help defray residence expenses during her senior year.

The *Isabella N. Dunton Scholarship Fund*, to be used for maintaining scholarships in the College.

\* Open to first-year students.

## FINANCIAL AID

The *Nancy Kitfield Ellison Memorial Scholarship Fund*, for a student in the School of Nursing.

The *Alice Ives Gilman Scholarship Fund*, established in memory of the late Miss Gilman, an alumna of the College and a member of the administrative staff.

The *Sarah E. Guernsey D.A.R. Scholarship Fund*,\* established by the Massachusetts Chapter of the Daughters of the American Revolution in honor of Mrs. Sarah E. Guernsey, a former President-General of the National Society; preference to be given to an orphan of an American soldier.

The *Hayes Scholarship Fund*, established by Lawrence W. Hayes, for the benefit of a qualified student.

The *Eleanor Hayward Memorial Fund*, for current scholarships.

The *Maria Howard Hilliard Memorial Fund Scholarship*, preferably for a student in the School of Home Economics.

The *LaVern Averill Hodgkinson Scholarship Fund*, established by Mr. and Mrs. Harold D. Hodgkinson in memory of his mother.

The *Mrs. James Holland Memorial Scholarship*, given by the Soroptimist Club of Boston, for a student who has need and who shows promise in the field of publication.

The *Theodora Kimball Hubbard Scholarship Fund*, the income to be used to recognize distinguished scholarship and achievement.

The *Sarah Orne Jewett Scholarship Fund*, contributed by friends of the late Sarah Orne Jewett, preference to be given to a student from Maine.

The *Mary Morton Kehew Scholarship Fund*, established as a memorial by the family of the late Mrs. Mary Morton Kehew, for many years a member of the Corporation of Simmons College.

The *Ellen F. and Ida M. Mason Scholarship Fund*, for needy and deserving students.

The *Microcosm Scholarship*, provided from funds accumulated by the successive boards of editors of the *Microcosm*.

The *Emily Burns Mitchell Scholarship Fund*,\* preferably for a graduate of Calais Academy and High School, Calais, Maine.

The *Evangeline Hall Morris Scholarship Fund*, for a student in the School of Nursing.

The *Frances Rollins Morse Memorial Scholarship Fund*, established by friends of the late Miss Morse, a charter member of the Corporation and for many years a devoted friend of the College and its students. It is awarded to the applicant in the senior class who is regarded as most worthy of recognition.

The *Helen R. Norton Scholarship Fund*, for a student in the Prince School of Retailing.

The *Paramount Uniform Award*, for the sophomore student in the School of Nursing who has exceptional professional aptitudes.

\* Open to first-year students.

The *Emerette O. Patch Fund*,\* preference being given to applicants who are graduates of the Girls' High School of Boston, or who are graduates of the High School of Lexington, Massachusetts, provided that each applicant from the last-named school shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

The *Florence Stinchfield Patch Fund*,\* preference to be given to graduates of the High School of Lexington, Massachusetts, provided that each applicant shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

The *Permanent Charity Fund, Incorporated*, grant to the College for needy students.

The *John C. and Harriet W. Phillips Fund*, to be used for maintaining scholarships in the College.

The *Annis M. Rideout Scholarship Fund*, for needy students.

The *Phyllis Dawson Rowe Memorial Scholarship Fund*, for a student, preferably a junior, in the School of Home Economics.

The *Mrs. Winthrop Sargent Scholarship Fund*, established in memory of the late Mrs. Winthrop Sargent of Boston, for the benefit of students in the School of Home Economics.

The *Sealtest Foods Scholarship*, for juniors in the School of Home Economics who need financial assistance for residence in Home Management House.

The *Sewall Scholarship Fund*, derived from the accumulated fund of the former Boston Cooking School Corporation and available for students in the School of Home Economics.

The *Miriam Franc Skirball Scholarship Fund*, established by friends in memory of the late Mrs. Skirball, a former instructor in the Department of English, to be awarded annually with the advice of the Director of the School of Publication.

The *Caroline T. Slater Scholarship Fund*, a gift of the trustees of the Andrew C. Slater Fund, preference to be given to a student from Massachusetts.

The *Dorothy Spaulding Scholarship Fund*,\* preference to be given to a graduate of Potter Academy, in Sebago, Maine.

The *Katharine Lent Stevenson Scholarship Fund*,\* for the benefit of a member of the Woman's Christian Temperance Union, which reserves the right to appoint or approve recipients of the scholarship.

The *Mary Bosworth Stocking Fund*, preferably for a student in the School of Home Economics.

The *Student Aid Fund*, to aid needy and deserving students.

The *Sutter Memorial Scholarship Fund*, established in memory of the late Emma M. Sutter.

The *May Alden Ward Memorial Scholarship Fund*, established by various organizations and individuals in memory of the late Mrs. May Alden Ward, preference to be given to a Massachusetts student.

\* Open to first-year students.



## FINANCIAL AID

The *Helen H. White Scholarship Fund*, to aid needy and deserving students.

The *Amasa J. Whiting Scholarship Fund*, to assist in the payment of the tuition of a qualified student.

The *Women's Scholarship Association Fund*.\* Scholarships from this Fund are available for the aid of young women in general and Jewish young women in particular. Applicants must reside within a twenty-five mile radius of Boston. Preference is given to students entering the first-year class. The scholarship is awarded to a candidate recommended by the Women's Scholarship Association. Applications should be sent to Mrs. I. O. Gorman, 120 Amory Street, Brookline 46, Massachusetts, or Mrs. Lawrence Fine, 34 Rochester Road, Newton 58, Massachusetts.

### SIMMONS COLLEGE GREATER BOSTON SCHOLARSHIP PROGRAM

There are available under this program a number of scholarships\* for commuting students.

### SCHOLARSHIPS FOR GRADUATE STUDENTS

#### PROCEDURE

Application forms may be obtained in the Office of the Registrar.

#### *In the School of Social Work*

The *Alice M. Bell Scholarship Fund*, for a student attending the Simmons College School of Social Work, with preference to a student residing in Andover, Massachusetts.

The *Permanent Charity Fund, Incorporated*, grant to the College for needy students.

The *Nora Saltonstall Scholarship Fund*, a memorial scholarship for the benefit of a student in the School of Social Work.

The *Edna G. Spitz Scholarship*, for students in the School of Social Work.

*For a foreign student*, one \$900 scholarship.

#### *In the Prince School of Retailing*

The *Prince School Graduate Scholarships*, given for professional competence and need.

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*For a foreign student* in Library Science, Retailing, or Nursing, one \$1800 scholarship.

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In addition to the scholarships listed above, a limited amount of scholarship assistance is available to graduate students whose applications for admission have been accepted.

\* *Open to first-year students.*

## LOANS

Loans are available from College funds and are to be applied to College charges only. Repayment is to be made in small monthly installments following the student's graduation or withdrawal from the College. No interest is charged on these student loans. Application may be made in the Office of the Dean.

The College participates in The National Defense Student Loan Program, authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958. Information and application blanks may be secured in the Office of the Dean.

## SCHOLARSHIP AID OFFERED BY ALUMNAE CLUBS

The following Simmons Clubs provide a certain amount of scholarship aid:

Boston (Massachusetts)	Rhode Island
Cleveland (Ohio)	Rochester (New York)
Hartford (Connecticut)	South Shore (Massachusetts)
Merrimack Valley (Massachusetts)	Southern Fairfield County (Connecticut)
New Haven (Connecticut)	Washington (D. C.)
Newton (Massachusetts)	Wellesley-Needham (Massachusetts)
North Shore (Massachusetts)	Westchester County (New York)
Philadelphia (Pennsylvania)	Worcester (Massachusetts)
Portland (Maine)	

*Procedure.* For information, write to the Office of the Dean, Simmons College.

## THE ALUMNAE AWARDS

The *Alumnae Honor Award*, a prize of one hundred dollars, is given to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

The *Alumnae Scholarship Award*, a prize of one hundred dollars, is given to a senior distinguished as to scholarship who comes recommended by the school in which she is enrolled as the most promising in her chosen field.

## OTHER AWARDS

The *Palmer Award*, for the student who has the best record and the greatest promise in the field of social studies.

## FINANCIAL AID

The *Robert Rankin Award*, for the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

The *Catherine Jones Witton Memorial Award*, for the outstanding senior specializing in biology.

The *Prince School Founder's Prize*, for the outstanding member of the graduating class in the Prince School of Retailing.

The *Beatrice Gannon Chadduck Award*, for the senior in the School of Business with the highest scholastic average.

## OPPORTUNITIES FOR EARNING EXPENSES

It is the policy of the College to advise a prospective student who is planning to earn part of the cost of her education to enter only if she can meet the expenses of the first year at least. When she has demonstrated her ability to carry the work of the College, she may assume the added responsibility of a few hours per week toward partial self-maintenance.

All students seeking work opportunities should register their qualifications and needs in the Placement Office. Students in good academic standing may sometimes earn money during the college year by tutoring, assisting laboratory instructors, doing clerical work, or helping in the cafeteria, dining hall, or library at the College or other institutions in the immediate vicinity. The Placement Office is glad to assist also in securing such part-time work as the city affords (sales, office work, recreation in community centers, baby-sitting, and so forth), as well as in finding full-time summer employment.

Third- and fourth-year students may sometimes earn board and room by assisting in some capacity in private families. Such arrangements must be made through the Dean's Office. Permission is granted only to those whose health and academic standing have been approved by the College Physician and the Dean.

## BEQUESTS

THE Corporation of Simmons College welcomes gifts to be devoted to the general purposes of the College, to permanent endowment, to scholarships, to buildings, or to such other use as the donor may specify. Such gifts may take the form of a memorial to a person whom the donor designates or to the donor himself. Bequests to Simmons College, a charitable educational corporation, are free from whatever inheritance or succession taxes are ordinarily imposed and gifts to the College are not reduced by such taxes.

*SUGGESTED FORM FOR SPECIFIC BEQUEST*

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, the sum of . . . . . dollars, to be applied to the general uses and purposes of said institution."

*SUGGESTED FORM FOR RESIDUARY BEQUEST*

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, all the rest, residue, and remainder of my property, real or personal, of which I may die seized or possessed or to which I may be entitled at the time of my decease, to be applied to the general uses and purposes of said institution (or for express separate purposes of the institution such as may be defined in the terms of the will itself)."



## INDEX

- ACADEMY, 168  
Activities, 168  
Administration and Government, 173  
Administration, Officers of, 28  
Admission, 33  
Advisory Committees, 12  
Alumnae Association, 169  
Art, 100  
Associates, 11  
Attendance, 174
- BEQUESTS, 187  
Biology, 113  
Buildings, 165  
Business, Courses in, 143  
School of, 61
- CALENDAR, 9  
Chemistry, 116  
Comparative Literature, 94  
Corporation, 10  
Courses of Instruction, 89
- DEGREES, 171  
Diplomas, 173  
Directory, 5
- ECONOMICS, 105  
Education, Courses in, 136  
School of, 53  
English, 89  
Expenses, 175
- FINANCIAL AID, 179  
First-Year Class, 38  
Foreign Students, 168  
Foundation of the College, 31  
French, 95
- GERMAN, 97  
Government, 108  
Guidance, 32
- HEALTH, 170  
History, 103  
Home Economics, Courses in, 152  
School of, 78
- INDIVIDUAL STUDY, 164  
Instruction, Courses of, 89  
Officers of, 13
- LANGUAGE, LITERATURE, AND THE ARTS, 89  
Latin, 100  
Library, 165  
Library Science, Courses in, 130  
School of, 45
- MARKS AND VALUATIONS, 173  
Mathematics, 119  
Medical Technology, 126  
Music, 101
- NURSING, COURSES IN, 158  
School of, 82
- ORTHOPTICS, 126
- PHILOSOPHY, 110  
Physical Education, 163  
Physical Therapy, 123  
Physics, 122  
Placement, 32  
Plan of Education, 31  
Programs of Study, 38  
Prince School of Retailing, 67  
Psychology, 110  
Public Health Nursing, 162  
Publication, Courses in, 127  
School of, 40
- RESIDENCE, 166  
Retailing, Courses in, 149  
School of, 67
- SCHOLARSHIPS AND LOANS, 179  
Science, Courses in, 112  
School of, 71  
Social Science, School of, 49  
Social Studies, 103  
Social Work, Courses in, 138  
School of, 59  
Sociology, 107  
Spanish, 98  
Student Organizations, 169  
Student Publications, 169  
Summer Courses, 37
- VETERANS, 37
- WITHDRAWAL, 174

# SIMMONS COLLEGE REGISTER OF OFFICERS AND STUDENTS

1960-1961



DECEMBER 1960

THE FENWAY • BOSTON 15 • MASSACHUSETTS



## DIRECTORY

### MAIN COLLEGE BUILDING

The Fenway, Boston 15

Administration; College Policy

Instruction

Residence; Scholarships; Student Welfare

Admission

Courses; Publications

Fees

Building Equipment

Placement of Graduates; Student Employment

Office of Resources

Alumnae Association

Longwood 6-7400

President

Dean of Instruction

Dean

Director of Admission

Registrar

Comptroller

Business Manager

Director of Placement

Director of the Office

Alumnae Secretary

Commonwealth 6-0738

Commonwealth 6-4180

### SCHOOL OF SOCIAL WORK

51 Commonwealth Avenue, Boston 16

### PRINCE SCHOOL OF RETAILING

49 Commonwealth Avenue, Boston 16

### RESIDENCE HALLS\*

Director of Students

255 Brookline Avenue, Boston 15

Manager of Residence

321 Brookline Avenue, Boston 15

Infirmary

94 Pilgrim Road, Boston 15

AS pinwall 7-5494

AS pinwall 7-4432

Longwood 6-5024

\*For individual halls and houses, see page 52.



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# CALENDAR \*

1960-1961

SEPTEMBER 19	Freshman Orientation begins
SEPTEMBER 21-23	Registration
SEPTEMBER 26	College year begins
OCTOBER 12	Columbus Day holiday
NOVEMBER 11	Veterans Day holiday
NOVEMBER 23	Colleges closes at noon

## THANKSGIVING RECESS

NOVEMBER 28	College opens
DECEMBER 20	College closes

## CHRISTMAS VACATION

JANUARY 4	College opens
JANUARY 24	Classes end
JANUARY 25	Commencement Day for Physical Therapy Students
JANUARY 26	Examination period begins
FEBRUARY 3	Examination periods ends
FEBRUARY 6	Second half-year begins
FEBRUARY 22	Washington's Birthday holiday
MARCH 24	College closes

## SPRING VACATION

APRIL 3	College opens
APRIL 19	Patriots' Day holiday
MAY 26	Classes end
MAY 29	Examination period begins
MAY 30	Memorial Day holiday
JUNE 8	Examination period ends
JUNE 11	Commencement Day

*For variation in the following programs, see the general catalogue: Medical Record Administration, fourth-year and graduate; Prince School of Retailing, fourth-year and graduate; Physical Therapy, fourth-year and graduate; Medical Technology, fourth-year and graduate; and School of Nursing, program I.*

*For after-hour and Saturday classes, see the appropriate announcement.*

# SIMMONS COLLEGE

## THE CORPORATION

MARY ELEANOR WILLIAMS, Boston, *Emeritus*  
RUTH HORNBLOWER CHURCHILL, A.B., Belmont, *Emeritus*  
ERWIN HASKELL SCHELL, S.B., Cambridge  
ROSAMOND LAMB, Milton  
RICHARD MASON SMITH, M.D., S.D., Boston  
CHARLES BELCHER RUGG, A.M., LL.B., Boston  
ELISABETH MCARTHUR SHEPARD, S.B., Boston  
ROBERT FISKE BRADFORD, LL.B., LL.D., L.H.D., Cambridge  
ARTHUR PERRY, A.B., Boston  
JOSEPH TIMOTHY WALKER, JR., A.B., Nyack, New York  
HAROLD DANIEL HODGKINSON, Ph.B., D.C.S., L.H.D., Marblehead  
RICHARD CUSHING PAINE, A.B., Brookline  
MILTON EDWARD LORD, A.B., Boxford  
ERWIN DAIN CANHAM, M.A., Litt.D., L.H.D., LL.D., Boston  
WILLIAM EDGAR PARK, B.D., D.D., S.M., L.H.D., LL.D., Brookline  
WILLIAM DUNNING IRELAND, A.M., Boston  
JOSEPH WHEELOCK LUND, A.B., Boston  
JOHN COOKE DOWD, Weston  
ELIZABETH AUSTIN CHURCH, S.B., Cleveland, Ohio  
ELLEN KEEGAN DOYLE, S.B., Boston  
FRANCIS KEPPEL, A.B., LL.D., Cambridge  
FRANKLIN KNIBLOE HOYT, A.B., LL.B., West Newton  
JOHN CROCKER, JR., A.B., B.D., Providence, Rhode Island  
HARRIETTE GORDON ELLIS, S.B., Newton  
WALTER EDWARD CAMPBELL, M. Arch., Cambridge  
ALLAN RISLEY FINLAY, A.B., Wayland  
LYSLA ISABEL ABBOTT, S.B., Portland, Maine

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RICHARD MASON SMITH, M.D., S.D., *Chairman*  
MILTON EDWARD LORD, A.B., *Clerk*  
WILLIAM EDGAR PARK, B.D., D.D., S.M., L.H.D., LL.D., *President*  
*of the College*  
RICHMOND KNOWLTON BACHELDER, B.B.A., *Treasurer*

---

CAROLINE FIELD CHAPMAN, S.B., *Assistant Clerk*

## COMMITTEES OF THE CORPORATION

1960—1961

### EXECUTIVE COMMITTEE

JOSEPH T. WALKER, JR., *Chairman*

ERWIN H. SCHELL

ROSAMOND LAMB

ELISABETH M. SHEPARD

MILTON E. LORD

FRANCIS KEPPEL

FRANKLIN K. HOYT

### COMMITTEE ON FINANCE

ARTHUR PERRY, *Chairman*

CHARLES B. RUGG

JOSEPH T. WALKER, JR.

RICHARD C. PAINE

WILLIAM D. IRELAND

FRANKLIN K. HOYT

ALLAN R. FINLAY

### COMMITTEE ON BUILDINGS AND GROUNDS

JOSEPH W. LUND, *Chairman*

ELISABETH M. SHEPARD

HAROLD D. HODGKINSON

MILTON E. LORD

WALTER E. CAMPBELL

### COMMITTEE ON RESOURCES

ROBERT F. BRADFORD, *Chairman*

JOSEPH T. WALKER, JR.

ERWIN D. CANHAM

JOHN C. DOWD

ELIZABETH A. CHURCH

ELLEN K. DOYLE

HARRIETTE G. ELLIS

### COMMITTEE ON MEMBERSHIP

CHARLES B. RUGG, *Chairman*

ERWIN H. SCHELL

ERWIN D. CANHAM

JOHN CROCKER, JR.

*The President of the College and the Chairman of the Corporation are ex-officio members of each of the Standing Committees.*

*The Chairmen of the Standing Committees are ex-officio members of the Executive Committee.*



## THE SIMMONS COLLEGE ASSOCIATES

*An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.*

MRS. FREDERICK J. SHEPARD, JR., Boston, *Chairman*  
MISS LYSLA I. ABBOTT, Portland, Maine  
MISS DOROTHY BARTOL, Milton  
MRS. BANCROFT BEATLEY, Belmont  
MISS ELIZABETH BURRAGE, Chestnut Hill  
MRS. GEORGE D. BURRAGE, Chestnut Hill  
MRS. LEONARD H. CHURCH, Cleveland, Ohio  
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The following abbreviations are used:

<i>Pub</i>	Publication	<i>SW</i>	Social Work	<i>HE</i>	Home Economics
<i>L</i>	Library Science	<i>B</i>	Business	<i>N</i>	Nursing
<i>SS</i>	Social Science	<i>R</i>	Retailing	<i>uncl.</i>	unclassified
<i>Ed</i>	Education	<i>S</i>	Science		

The year of classification in a regular undergraduate program is represented by the Arabic Numeral following the letter. Other programs are designated as follows:

<i>Pub II</i>	One-Year Program in Publication for College Graduates
<i>L II</i>	One-Year Program in Library Science for College Graduates
<i>SW II</i>	Program in Social Work for College Graduates
<i>B II</i>	One-Year Program in Business for College Graduates
<i>B III</i>	Program in Medical Record Administration for College Graduates
<i>R II</i>	One-Year Program in Retailing for College Graduates
<i>S II</i>	One-Year Program in Medical Technology for College Graduates
<i>S III</i>	One-Year Program in Science for College Graduates
<i>S IV</i>	Sixteen-Month Program in Physical Therapy for College Graduates and Graduate Nurses
<i>S V</i>	One-Year Program in Orthoptics for College Graduates
<i>HE III</i>	Graduate Program in Home Economics Education
<i>N II</i>	One-Year Program in General Public Health Nursing
<i>N IV</i>	Undergraduate Degree Program for Graduate Nurses
<i>N V</i>	Half-Year Program in Preparation for Schools of Nursing
<i>N VI</i>	Graduate Program in Public Health Nursing

The College residence halls situated in Boston (Zone 15), are designated as follows:

A.H.	Arnold Hall, 78 Pilgrim Road	LO ngwood 6-8464
D.H.	Dix Hall, 30 Pilgrim Road	LO ngwood 6-8933
E.H.	Evans Hall, 305 Brookline Avenue	LO ngwood 6-8957
H.H.	Hastings House, 4 Short Street	LO ngwood 6-9094
L.H.	Longwood House, 46 Pilgrim Road	LO ngwood 6-8769
M.H.	Morse Hall, 275 Brookline Avenue	LO ngwood 6-9017
N.H.	North Hall, 86 Pilgrim Road	LO ngwood 6-9002
P.H.	Pilgrim House, 54 Pilgrim Road	LO ngwood 6-9405
S.H.	Simmons Hall, 255 Brookline Avenue	RE gent 4-0300
So.H.	South Hall, 321 Brookline Avenue	LO ngwood 6-8506
T.H.	Turner House, 2 Short Street	LO ngwood 6-8673

Unless otherwise stated all addresses are in Massachusetts. Where two addresses are given, the local precedes the home address.

## GRADUATE DIVISION

- Abbott, Mary Joan, *L II* (A.B. *Marywood* 1960) 22 Chatham, Cambridge 39; 44 Walnut Rd., W. Barrington, R.I.
- Abrahams, Joan Beatrice, *SW II* (A.B. *Northwestern Univ.* 1959) 78 Phillips, Boston 14; 659 N. 58th, Omaha 32, Nebr.
- Alden, Deborah, *SW II* (B.S.Ed. *State College at Fitchburg* 1959) 845 Boylston, Boston 16; 333 Cartwright Rd., Wellesley 81
- Alessi, Edward Elliot, *SW II* (A.B. *Suffolk Univ.* 1960) 6 Parker, Arlington 74
- Anderson, Mrs. Ann Chmielewski, *SW II* (A.B. *Brown Univ.* 1959) 288 Marlborough, Boston 16; 90 Norman Ave., Cranston 10, R.I.
- Anderson, Mary Abigail, *SW II* (A.B. *Baker Univ.* 1960) 146 High, Brookline 46; 709 N. Linwood Ave., Santa Ana, Calif.
- Archer, Carolyn Rozella, *SW II* (S.B. *West Virginia Univ.* 1958) 956 Cambridge, Cambridge 41; R. 1, Triadelphia, W. Va.
- Arfmann, Nancy Ann, *SW II* (A.B. *Goucher* 1957) 35 Upland Rd., Cambridge 40; 8 Gardner Ave., Middletown, N.Y.
- Arons, Marjorie Jane, *SW II* (A.B. *Smith* 1958) 53 Fenno, Cambridge 38; Westview Lane, Stamford, Conn.
- Austin, Joan Cecilia, *SW II* (A.B. *Good Counsel* 1959) 94 Charles, Boston 14; 248 Hutchinson Blvd., Mt. Vernon, N. Y.
- Bateman, Sylvia, *L II* (A.B. *Smith* 1924; S.B. *Simmons* 1927) 277 Beacon, Boston 16
- Bates, Henry Elmer, Jr., *L II* (A.B. *Boston Univ.* 1960) 146 Palmer, Quincy 69
- Beatty, Edward Francis, *L II* (S.B. *Boston Univ.* 1949) 132 Dean, Mansfield
- Bennet, Mrs. Susanne Klejman, *L II* (A.B. *Wellesley* 1959) 48 Austin, Cambridge 39; Cove Rd., Lyme, Conn.
- Bennett, Mrs. Madaline Gates, *L II* (A.B. *Mount Holyoke* 1935; M.A. in Ed. *The Saint Lawrence Univ.* 1936) 52 Grove, Lexington 73
- Blanchard, Mrs. Dorothy Holly, *HE III* (S.B. *Univ. of Massachusetts* 1947) 1 Tenney, Georgetown
- Bleecker, Chester Vincent, *L II* (Mus.B., Mus.M. *Univ. of Kansas* 1947, 1949) 112 Nonantum, Brighton 35
- Bourne, Mrs. Doorthy McKinney, *HE uncl.* (A.B. *The Pennsylvania State Univ.* 1939) R.F.D. 1, Falmouth
- Bowling, Mrs. Donna Weathers, *L II* (A.B. *John Brown Univ.* 1956; L.V.N. *Biola School of Missionary Medicine* 1958) 141 Lexington, Auburndale 66; c/o John Brown University, Siloam Springs, Ark.
- Brenner, Jane Martha, *SW II* (A.B. *Smith* 1960) 21 Park Ave., Newton 58
- Broadhurst, Constance May, *L II* (A.B. *Bates* 1959) 335A Harvard, Cambridge 39; 8 Doris Ave., Somerset
- Brown, Elliot Couden, Jr., *SW II* (A.B. *Harvard* 1959) 2 Frost, Cambridge 40
- Brownstein, Joan Barbara, *SW II* (A.B. *Wellesley* 1960) 15 Everett, Cambridge 38; 1813 E. 26th, Brooklyn 29, N.Y.
- Buckley, Gulielma, *L II* (A.B. *The Saint Lawrence Univ.* 1957) 111 Jersey, Boston 15; R.D. 2, Cambridge, N.Y.
- Budiansky, Mrs. Nancy Cromer, *L II* (A.B. *The Woman's College of the Univ. of North Carolina* 1947) 11 Demar Rd., Lexington 73
- Burke, Marion Elizabeth, *L II* (A.B. *Emmanuel* 1960) 30 Elmhurst Rd., Arlington 74
- Cabanilla, Mrs. Raquel Blancaflor, *L II* (B.S.E. *Far Eastern Univ.* 1940) 750A Huntington Ave., Boston 15; #3 S. 15, Quezon City, Philippines
- Cadbury, Sarah Talcott, *L II* (A.B. *Smith* 1959) 371 Harvard, Cambridge 38; 791 College Ave., Haverford, Penna.
- Cahill, Joan Katherine, *HE III* (B.S.Ed. *State College at Framingham* 1949) 49 Bradshaw, Meford 55
- Cahill, Mary O'Gorman, *L II* (A.B. *Emmanuel* 1930) 80 The Fenway, Boston 15

- Carson, Sheila Maureen, *L II* (A.B. *Randolph-Macon Woman's* 1955; A.M. *Emory Univ.* 1958) 31 Skyline Dr., Wellesley 81
- Carver, Mrs. Frances Man, *SW II* (A.B. *Wellesley* 1940) 59 Nahant Ave., Winthrop 52
- Cekas, Mrs. Aldona Noakas, *L II* (A.B. *Hunter College of the City of New York* 1960) 101 Medway, Providence 6, R.I.
- Chakalis, Angeline, *SW II* (S.B. *Simmons* 1959) 35 Upland Rd., Cambridge 40; 423 Washington, Chelsea 50
- Chang, Mrs. Hwei Li, *L II* (B.A. *National Taiwan Univ.* 1953) 331 Harvard, Cambridge 39; 5 Lane 14, Tungshing St., Sungshan, Taipei, Taiwan, China
- Chen, Su-Lee, *L II* (B.A. *National Taiwan Univ.* 1957; S.M. *The Univ. of Wisconsin* 1960) c/o C. Y. Huang, 1673 Cambridge, Cambridge 38; 240 Chi-Hsien-San Rd., Kaohsiung, Formosa, Free China
- Cheves, Mrs. Vera Cederstrom, *L II* (B.S. in Ed. *Boston Univ.* 1930) 9 St. James, Roxbury 19
- Chiesa, Sylvia Rosita, *S uncl.* (S.B. *Simmons* 1957) 48 Wildewood Dr., Canton
- Clarke, Barrie Louise, *L II* (A.B. *Univ. of Washington* 1960) 1019 Beacon, Brookline 46; 1644 25th Ave., Longview, Wash.
- Cohen, Myron Allen, *L II* (S.B. *Boston* 1952) 53 Ridgeview Ave., Mattapan 26
- Colarusso, James John, *SW II* (S.B. *Boston Univ.* 1957) 2179 Centre, W. Roxbury 32
- Corwin, Mrs. Luene Holmes, *HE III* (A.B. *Whittier* 1958) 14 Buswell, Boston 15
- Cotton, Kenneth Wayne, *L II* (A.B. *Univ. of New Hampshire* 1948; A.M. *Ohio Univ.* 1957) 91 Babcock, Brookline 46; Box 71, W. Franklin, N.H.
- Coughlin, Nancy Ellen, *L II* (A.B. *Emmanuel* 1958) 1090 Brook Rd., Milton 87
- Cromwell, Helene Frances, *SW II* (A.B. *Vassar* 1957) 37 Branch, Boston 8; 5602 Waycrest Lane, Baltimore 10, Md.
- Cunningham, Jean Patricia, *L II* (A.B. *Mount Holyoke* 1959) 63 Prentiss, Cambridge 38; Bulkley St., Williamstown
- Curley, Arthur Vincent, *L II* (A.B. *Harvard* 1959) 407A Broadway, Cambridge 38
- Decker, Mrs. AnnaMarie Eggertsen, *L II* (S.B. *Brigham Young Univ.* 1924) 17 Cotswold Rd., Brookline 46
- Demaree, Virginia Grace, R.N., *N VI* (S.B. *Simmons* 1956) 103 Myrtle, Boston 14; 418 N. 4th, Plattsmouth, Nebr.
- Deragon, Russell Lelan, *SW II* (A.B. *Western Maryland* 1951; S.T.B. *Berkeley Divinity School* 1954) 430 Fruit Hill Ave., N. Providence 11, R.I.
- Derderian, Rose, *HE III* (S.B. *Simmons* 1955) 157 Shute, Everett 49
- Devlin, Eugene James, *L II* (A.B. *Tufts Univ.* 1957) 5 Hill, Stoneham 80
- DiGenio, Teresa Anna, *S uncl.* (S.B. *Boston* 1954) 636 Saratoga, E. Boston 28
- Donovan, Elizabeth Ellen, *S IV* (A.B. *Wellesley* 1959) 106 Juniper Rd., Belmont 78
- Down, Karen Jean, *SW II* (A.B. *Wellesley* 1959) 10 Otis Pl., Boston 8; 4317 Perry Way, Sioux City 3, Iowa
- Drissen, Sandra Jean, *L II* (A.B. *Univ. of Colorado* 1960) 151 Park Dr., Boston 15; 802 7th, Britton, S. Dak.
- Duckett, Mrs. Martha Hardison, *HE III* (S.B. *Bennett* 1951) 24 Brookledge, Boston 21
- Dunn, Mrs. Margaret Myers, *SW II* (A.B. *Smith* 1937) 49 Elm, Wellesley 81
- Dunning, Deborah Alcott, *L II* (A.B. *Sweet Briar* 1959) 53 Hancock, Boston 14; Canterbury Rd., Brooklyn, Conn.
- Edelstein, Harriet Mae, *SW II* (A.B. *Vassar* 1960) 170 Adams, Quincy 69
- Efferts, Mara, *L II* (Mus.B., Mus.M. *New England Conservatory of Music* 1951, 1954) 62 Toxteth, Brookline 46
- Fay, Shirley Elizabeth, *SW II* (A.B. *Keuka* 1952) 134 Hancock, Cambridge 39; 9 Crestwood Blvd., Poughkeepsie, N.Y.
- Ferguson, Malcolm Magoun, *L II* (A.B. *Harvard* 1946) 396 Main, W. Concord
- Feshbach, Mrs. Sylvia Harris, *L II* (A.B. *Brooklyn* 1938) 5 Sedgwick Rd., Cambridge 38



- Fey, Mrs. Mary-Elizabeth Foley, *L II* (B.S. in Ed. *Northeastern Univ.* 1958) 391 Elm, Braintree 84
- Field, Charles Leicester, *L II* (A.B. *Harvard* 1956) 38 Hilltop Rd., Weston 93
- Filardi, Nina Jane, *SW II* (A.B. *Oberlin* 1958) 6 Wallace Ct., Charlestown 29; 205 Niantic River Rd., Waterford, Conn.
- Finegold, Mrs. Jean Richmond, *L II* (A.B. *Wellesley* 1958) 80 Francis, Brookline 46
- Fitzgerald, Mrs. Geraldine Coyman, *L II* (A.B. *Boston* 1956) 6 Edison Green, Dorchester 25
- Ford, James Joseph, *L II* (A.B. *Boston* 1948) 162 Abbott, Lawrence
- Forde, Mrs. Sheila Kirwan, *L II* (B.A. *University College, Galway* 1950) 89 Washington Ave., Cambridge 40
- Foster, Diana Joan, *SW II* (S.B. *Boston Univ.* 1959) 227 Park Dr., Boston 15; 156 Maple, Framingham
- Fowler, Charles Smith, *L II* (A.B. *Dartmouth* 1937) Air Force Cambridge Research Laboratories, Bedford; Academy Rd., Pembroke, N.H.
- Frank, Nina vonEggers, *SW II* (A.B. *Brandeis Univ.* 1960) 15 Hobart Ter., Newton Centre 59; 6816 Marbury Rd., Bethesda 14, Md.
- Frenette, Robert Alfred, *L II* (A.B. *Brown Univ.* 1954) 12 Keswick, Boston 15; 217 Longhill Ave., Somerset
- Friedman, Thelma Sylvia, *SW II* (A.B. *Boston Univ.* 1959) 57 Commonwealth Ave., Boston 16; 1 Dietz Ct., Kingston, N.Y.
- Frimmel, Mrs. Stella Goldman, *L II* (A.B. *Hunter College of the City of New York* 1930) 37 Grant Ave., Watertown 72
- Gabel, Katherine, *SW II* (A.B. *Smith* 1959) 288 Marlborough, Boston 16; 2 Highland Hts., Rochester 18, N.Y.
- Gaines, Julie Ann, *SW II* (A.B. *The Univ. of Michigan* 1960) 2 Arlington, Cambridge 40; 888 Park Ave., New York 21, N.Y.
- Ghazi, Mohammed Asif Ahamed, *L II* (B.Sc. *Osmania Univ.* 1958) 33 Garden, Cambridge 38; 7 Yousuf Pura, J.P.O., Hyderabad, A.P., India
- Gillingham, Mary Ann, *SW II* (A.B. *Univ. of Vermont and State Agricultural College* 1959) 64 Myrtle, Boston 14; 23 Pleasant, Woodstock, Vt.
- Gillmar, Mrs. Dian Shumate, *L II* (A.B. *Brown Univ.* 1957) 28 Irving, Cambridge 38; 5105 E. Iliff, Denver 22, Colo.
- Gilman, Richard Lawrence, *L II* (A.B. *Tufts Univ.* 1949) 11 Woodland Rd., Malden 48
- Goldfine, Mrs. Jean Seligman, *SW II* (A.B. *Boston Univ.* 1958) 130 Berkeley, W. Newton 65
- Goldman, Betsey Ina, *SW II* (A.B. *Boston Univ.* 1960) 3 Ashmont Rd., Wellesley Hills
- Goldstein, Mrs. Janice Levy, *SW II* (A.B. *Smith* 1933) 22 Edgehill Rd., Chestnut Hill 67
- Goldstein, Nancy Ruth, *SW II* (A.B. *Goucher* 1960) 132 Beacon, Boston 16; 1889 Highland Ave., Rochester 18, N.Y.
- Goldstein, Samuel, *L II* (A.B., A.M. *Boston Univ.* 1952, 1958) 142 Blue Hills Pkway., Milton 87
- Grace, Eugene Mandly, *L II* (A.B. *Univ. of Massachusetts* 1949) 7 Clay, New Bedford
- Grasberg, Gabriel, *L II* (B.A. *McGill Univ.* 1951; A.M. *Harvard Univ.* 1953) 67 Marlborough, Boston 15
- Green, Deborah Hall, *SW II* (A.B. *Wellesley* 1959) 10 Trowbridge, Cambridge 38; 1180 Narragansett Blvd., Cranston, R.I.
- Greenfield, Gloria Iris, *SW II* (A.B. *Univ. of Richmond* 1960) 1572 Massachusetts Ave., Cambridge 38; 3317 Clarks Lane, Baltimore 15, Md.
- Grey, Mrs. Frances Jones, *SW II* (A.B. *Wellesley* 1937) 5 Field Rd., Lexington 73
- Grossmann, Walter, *L II* (A.B. *Yankton* 1943; A.M., Ph.D., *Harvard Univ.* 1944, 1951) 97 Waverley, Belmont 79
- Grube, Linda, *L II* (A.B. *Clark Univ.* 1960) 55 Front, Putnam, Conn.
- Guilliams, Ralph Earl, *SW II* (A.B. *Boston* 1952) 110 Fenwick, Framingham
- Haigh, Andrew Deck, *L II* (A.B. *The University of Michigan* 1957) 100 Queensberry, Boston 15



- Hallor, Valerie Marjorie, *L II* (A.B. *Univ. of California* 1960) 111 Jersey, Boston 15; 1710 San Leandro Lane, Santa Barbara, Calif.
- Halsey, Richard Sweeney, *L II* (Mus.B., Mus.M. *New England Conservatory of Music* 1952, 1954) 94 Addington Rd., Brookline 46
- Hansen, Peter George, *L II* (A.B. *Hillyer* 1960) 78 Berkeley, Boston 16; 156 Benton, Manchester, Conn.
- Harney, Priscilla Ann, *HE III* (B.S.Ed. *State College at Framingham* 1951; Ed.M. *State College at Worcester* 1957) 402 Oxford, Auburn; 49 Maple, Framingham
- Hawkes, Mrs. Phyllis Galanto, *SW II* (A.B. *Clark Univ.* 1960) 2 Downing, Worcester 10
- Hayes, Mrs. Florence Lucille Moody, *HE III* (B.S. in H.E. *West Virginia State* 1943) 15 Whitfield, Dorchester 24
- Healey, Dorothy Jane, *L II* (A.B. *Clark Univ.* 1958) 73 Downing, Worcester 10
- Hennessey, Patricia Judith, *HE III* (A.B. *Regis* 1958) 1395 Washington, Canton
- Hepburn, Lorraine Fleming, *L II* (A.B. *Wellesley* 1958) 73 Martin, Cambridge 38; Ringwood Rd., Rosemont, Penna.
- Hiles, Mrs. Laretta Ruschel, *L II* (S.B. *Boston Univ.* 1956) 60 Katherine Rd., Watertown 72
- Hill, Nancy Chaloner, *B II* (A.B. *Rollins* 1960) 22 Oakland Rd., Brookline 46; 1460 McGregor, Montreal, P.Q., Canada
- Hinlein, Mrs. Doris Sherburne, *SW II* (A.B. *Wellesley* 1958) 22 Chatham, Cambridge 39; Tyngsboro
- Hobson, Barbara Diantha, *L II* (A.B. *Connecticut* 1948; A.M. *Smith* 1951) 18 Exeter, Boston 16; 11 Brown, Palmer
- Hodgman, Elizabeth, *SW II* (S.B. *Simmons* 1954) 888 Massachusetts Ave., Cambridge 39
- Homan, Mrs. Barbara Peter, *SW II* (A.B. *Rutgers-The State Univ.* 1959) 45 Garden, Boston 14
- Houle, Jacqueline Marie, *L II* (A.B. *Trinity* 1958) 291 Marlborough, Boston 16; 400 S. Winooski Ave., Burlington, Vt.
- Howard, Elizabeth Mary, *L II* (A.B. *Radcliffe* 1937; S.B. *Simmons* 1944) 681 Hammond, Brookline 67
- Huddleston, Betty Joann, *L II* (A.B. *Greenville* 1959) 24 Beach, Wollaston 70
- Hufschmidt, Mrs. Elizabeth Leake, *L II* (S.B. *Univ. of Illinois* 1940) 18 Demar Rd., Lexington 73
- Hunt, Mrs. Nancy Kurtz, *L II* (A.B. *The Univ. of Michigan* 1956) 393 Broadway, Cambridge 39
- Igoe, James Gerard, *L II* (A.B. *Fordham Univ.* 1955) 15 Royce Rd., Allston 34; 21 Dudley Ave., Hamburg, N.Y.
- Jameson, Andrew George, *L II* (A.B. *Univ. of California* 1949; Docteur *Univ. of Paris* 1951; A.M., Ph.D. *Harvard Univ.* 1952, 1958) Adams House C-18, Harvard Univ., Cambridge 38
- Johnson, Mrs. Lois Talman, *SW II* (A.B. *Roosevelt Univ.* 1951) 65 Whitman Rd., Worcester
- Jones, Priscilla Marie, *SW II* (A.B. *Boston Univ.* 1959) 211 Holbrook Rd., N. Quincy 71
- Jones, Mrs. Suad Ali Fahs, *L II* (B.A. *American Univ. of Beirut* 1959) 474 Putnam Ave., Cambridge 39; 612 Sheridan, Richmond, Ind.
- Kahane, Mrs. Rosalind Quat, *SW II* (A.B. *Hunter College of the City of New York* 1943) 93 Sherman, Belmont 78
- Kawano, Mrs. Kei Shigetomi, *L II* (B.A. *Tsuda* 1954) 35 Lee, Cambridge 39
- Keenan, Diane Catherine, *L II* (A.B. *Boston Univ.* 1958) 461 Beacon, Boston 15; 5 Woodbine, Waterford, Conn.
- King, Nancy Maribeth, *SW II* (A.B. *Smith* 1960) 20 Union Pk., Boston 18; 10 Conant Rd., Hanover, N.H.
- Kirsh, Judith Sara, *SW II* (A.B. *Brown Univ.* 1959) 451 Park Dr., Boston 15; 577 Central Ave., New Haven 15, Conn.

- Kister, Kenneth Franklin, *L II* (B.S. in Ed. *Shippensburg State* 1957) 451 Park Dr., Boston 15
- Kister, Mrs. Suzon Ott, *L II* (A.B. *Wilson* 1958) 451 Park Dr., Boston 15
- Kite, Henry, *SW II* (A.B. *Harvard* 1959) 5071 Washington, W. Roxbury 32; 21 Brown, Cambridge 38
- Krajewski, Regina Frances, *L II* (A.B. *Radcliffe* 1959) 5 Bayside, Dorchester 25
- Kroger, Mrs. Carol Peck, *L II* (A.B. *Tufts Univ.* 1952) 72 Pleasant, Marblehead
- Kuiper, Mrs. Marilyn Sawyer, *L II* (S.B. *Tufts Univ.* 1948; A.M. *Smith* 1950) 178 N. Main, Sharon
- Kurland, Nancy Jamie, *SW II* (A.B. *Vassar* 1959) 10 Otis Pl., Boston 8; 81 Canterbury, Hartford 12, Conn.
- LaBombard, Jeannette Ann, *SW II* (A.B. *Smith* 1952) 1010 Massachusetts Ave., Cambridge 38; 45 Courtland, Nashua, N.H.
- Labounty, Robert Stephen, *SW II* (A.B. *Boston* 1960) 164 Bay State Rd., Boston 15; 54 Barnes, Fall River
- Lander, Dorothy Joan, *L II* (A.B. *New York Univ.* 1951) 130 Park Dr., Boston 15; Old Post Rd., Armonk, N.Y.
- Lane, Mrs. Persis McClennen, *L II* (A.B., A.M. *Radcliffe* 1924, 1926) 6 Clearwater Rd., Winchester
- Lardizabal, Mrs. Cely Lansangan, *SW II* (B.S. in Soc. Sci. *Saint Theresa's* 1956) 799 Concord Ave., Cambridge 38
- LaRosée, Mrs. Georgianna Bentis, *L II* (A.B. *Northeastern Univ.* 1952) 42 Union, N. Easton
- Laughlin, Martin Joseph, *L uncl.* (B.S. in E.E. *Notre Dame Univ.* 1950) 25 Adams, Arlington 74
- Learnard, Anne Howard, *L II* (A.B. *Univ. of New Hampshire* 1960) 401 Marlborough, Boston 15; Chester, N.H.
- Lerner, Mrs. Marianne Dodek, *SW II* (A.B. *Boston Univ.* 1958) 54 Walker, Newtonville 60
- Levine, Leah, *SW II* (A.B. *Western Reserve Univ.* 1960) 11 E. Newton, Boston 18; 437 Jackson Pkway., Springfield, Ill.
- Li, Annie Marina, R.N., *N II* (B.S.N. *Silliman Univ.* 1958) 100 Gainsborough, Boston 15; 47 Grampian Rd., Kowloon, Hong Kong
- Lichtenfels, Joan Marie, *L II* (S.B. *Central Connecticut State Teachers* 1953; Ed.M. *Univ. of Hartford* 1957) 190 Pleasant, Arlington 74; 17 Hughes, Plainville, Conn.
- Lipsitz, Sarah Marcia, *SW II* (A.B. *The American Univ.* 1959) 11 E. Newton, Boston 18; 305 E. 2nd, Chase City, Va.
- Logowitz, Linda Lee, *SW II* (A.B. *Brown Univ.* 1959) 451 Park Dr., Boston 15; 525 Elmgrove Ave., Providence 6, R.I.
- Luhde, Jutta Clara Erna Marie, *L II*, 98 Myrtle, Boston 14
- McGrath, Mark, *SW II* (A.B. *Harvard* 1958) 55 Hampshire, Cambridge 39
- McIsaac, Charles Augustine, *L uncl.* (A.B. *Boston* 1940) 9 Everett, Arlington 74
- Mack, Mrs. Ellen Feinknopf, *SW II* (A.B. *Smith* 1960) 15 Everett, Cambridge 38; 2215 Ward Pkway., Fort Worth 10, Texas
- MacKenzie, Mrs. Ruth Sullivan, *L II* (S.B. *Simmons* 1932) 1891 Beacon, Waban 68
- MacLeod, Mrs. Marjorie Wallace, *L II* (A.B. *Vassar* 1939) 7 Concord Ave., Cambridge 38
- McMullen, Arthur Alexander, *L II* (A.B., A.M. *Boston Univ.* 1958, 1960) 92 Branch, Lowell
- McNiven, Jean Wallace, *L II* (B.A. *McGill Univ.* 1943) 151 Park Dr., Boston 15; 4862 Sherbrooke W., Apt. 6, Montreal 6, P.Q., Canada
- McNulty, Patricia Joan, *L II* (A.B. *Merrimack* 1959) 200 Elm, Andover
- MacWilliam, Mrs. Marion Dowling, *L II* (B.F.A. *Massachusetts School of Art* 1951) 31 McKinley Rd., Norwood
- Maher, Mary Virginia, *L II* (A.B. *Trinity* 1958) 286 Newbury, Boston 16; 2184 Main, Stratford, Conn.
- Marmas, Esther Ann, *SW II* (S.B. *Simmons* 1959) 17 Brimmer, Boston 8; 4 Wing, Burlington, Vt.

- Marshall, Annalee Joan, *L II* (A.B. *Univ. of New Hampshire* 1960) 108 Westgate, Wellesley Hills 81; 306 Dickens Rd., Northfield, Ill.
- Martin, Mrs. Selina Baker, *L II* (A.B. *Radcliffe* 1957) 31A Shaler Lane, Cambridge 38
- Mendillo, Emily Anne, *SW II* (S.B. *Simmons* 1959) 92 Marlborough, Boston 16; 24 Huntington, New Haven 11, Conn.
- Miller, Carolyn Florence, *SW II* (A.B. *Radcliffe* 1960) 26 Forest, Cambridge 40; 14 Ponus Ridge, New Canaan, Conn.
- Miller, Mrs. Dorothy Friend, *L II* (A.B. *Connecticut* 1932) 43 Old Middlesex Rd. Belmont 78
- Moncy, Mrs. Mildred Watson, *HE III* (A.B. *Georgia State College for Women* 1936) 5 Wildwood, Winchester
- Montana, Edward Joseph, *L II* (S.B., A.M. *Boston* 1955, 1957) 11 Stearns, Newton Centre 59
- Mooney, Margaret Mary, *L II* (A.B. *Anna Maria* 1960) 571 Salisbury, Holden
- Morita, Mrs. Ichiko Takagi, *L II* (B.A. *Okayama Univ.* 1954) 104 Gainsborough, Boston 15
- Morse, Elizabeth Ann, *L II* (A.B. *Bates* 1960) 291 Marlborough, Boston 16; 13 Eastern Ave., Rochester, N.H.
- Murphy, Cornelius Francis, *L II* (A.B. *Harvard* 1949) 382 Charles, Malden 48
- Murphy, Margaret Mary, *L II* (A.B. *Regis* 1949) 94 Calumet, Roxbury 20
- Murphy, Theresa Marie, R.N., *N VI* (S.B. *Boston* 1957) 5 Orchard, Jamaica Plain 30; 175 Prospect, Northampton
- Nesnow, Constance Thea, *SW II* (A.B. *Brandeis Univ.* 1960) 196 Lake View Ave., Cambridge 38; 49 Searingtown Rd., Albertson, N.Y.
- Newberg, Elaine Shirley, *S4* (B.J.Ed. *Hebrew Teachers* 1960) 145 Savannah Ave., Mattapan 26
- Newman, Morris Harold, *SW II* (S.B. *Suffolk Univ.* 1959) 3 Ashton Ave., Newton 59
- Newton, Marion Margaret, *L II* (A.B. *Mount Holyoke* 1922; A.M. *Columbia Univ.* 1936) 424 Amherst, Manchester, N.H.
- Nicholas, Helen, *HE III* (B.S.Ed. *State College at Framingham* 1958) 161 Hillside, Roxbury 20
- Nile, Russell Abbott, *L II* (A.B. *Bates* 1955) 316 Huntington Ave., Boston 15; 40 Manning Rd., Waltham 54
- Niu, Shien Hwei, *L II* (B.A. *National Taiwan Univ.* 1951; A.M. *Bucknell Univ.* 1957) 105 Peterborough, Boston 15; 146 Palisade Ave., Jersey City, N.J.
- Nordquest, Corrine Marie, *L II* (B.S. in R.E. *Schauffler* 1944) 27 Burroughs, Jamaica Plain 30
- Nyren, Mrs. Dorothy Smith, *L II* (A.B., A.M. *Boston Univ.* 1951, 1952) 17 Charles River Ter., Newton Hlds.
- O'Brien, Mrs. Burnell Shinn, *Pub uncl.* (A.B. *Mount Holyoke* 1935) 99 River Rd., Merrimacport
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- Pease, William Artis, *L II* (A.B. *Harvard* 1959) 116 Mt. Auburn, Cambridge 38; 65 Ulmer, Rockland, Maine
- Pedersen, Ellen Ellinor, *L II* (A.B. *Boston Univ.* 1959) 102 Inman, Cambridge 39
- Plotz, Elizabeth Mary, *L II* (A.B. *Vassar* 1958) 20 Ware, Cambridge 38; 80 Westminster Rd., Brooklyn 18, N.Y.
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- Probst, Mrs. Irène Weindling, *L II* (A.B. *Douglass* 1953) 112 Beals, Brookline 46
- Proper, David Ralph, *L II* (A.B. *Univ. of New Hampshire* 1955; *Certificat d'Études Françaises Université de Besancon* 1956) 324 Faneuil, Brighton 35; 45 S. Lincoln, Keene, N.H.
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- Barron, Melanie Harriet, S2, 84 Mt. Vernon, Malden 48  
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 Caram, Claire Christine, *S4*, M.H.; 106 Ames, Lawrence  
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 Chasen, Sheila Judith, *SS2*, 20 Brandeis Rd., Newton  
 Chernak, Beverly Myra, *Ed2*, S.H.; 73 Central Ave., Chelsea 50  
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 Chistolini, Dorothy Julia, *NV*, 283 Longwood Ave., Boston 15; 36 Audubon Rd., Milton 87  
 Chiu, Hsuan-i, *N2*, 37 Gorham, Cambridge 38  
 Christy, Linda Lee, *SS2*, H.H.; 89 Shirewood Dr., Rochester 25, N.Y.  
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 Clark, Susan Bevins, *1*, A.H.; 12 Lewis Lane, Darien, Conn.  
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 Cogen, Diane, *Ed2*, S.H.; 36 Bassett, Lynn  
 Cohee, Mrs. Joan Munton, *R4*, 48 Baltimore, Lynn  
 Cohen, Avis Rhoda, *HE4*, D.H.; 13 Andrews Ter., Woonsocket, R.I.  
 Cohen, Barbara Evelyn, *SS3*, So.H.; 64 Ormond, Mattapan 26  
 Cohen, Beverly Fern, *1*, M.H.; 35 Pape Rd., New Britain, Conn.

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- Cohen, Judith Suzanne, *L4*, H.H.; 4 Victoria Rd., Portland, Conn.
- Cohen, Nancy Irene, *Ed2*, 96 Dean Rd., Brookline 46
- Cohen, Sharon Marie, *B2*, 38 Lowell Rd., Winthrop 52
- Cohn, Linda Ann, *B3*, D.H.; 3344 Grenway Rd., Shaker Hts. 22, Ohio
- Colbert, Mary Elaine, *N2*, 85 Montview, W. Roxbury 32
- Cole, Nancy Jayne, *1*, A.H.; 2 Lindenwood Rd., Cape Elizabeth, Maine
- Collatz, Justine Lucia, *1*, So.H.; 57 Atlantic Ave., Nantucket
- Collins, Olive Marie, R.N., *N uncl.*, 194 Fells Ave., Medford 55
- Collins, Patricia Anne, *NV*, 25 Deaconess Rd., Boston 15; 48 Summer, Rochester, N.H.
- Collins, Patricia Gail, *Pub2*, M.H.; 15 High, N. Billerica
- Collins, Sherry Lee, *1*, 16 Emerson, Natick
- Colomy, Cynthia May, *1*, 170 Samoset Ave., Quincy 69; 131 Holmes, Rockland, Maine
- ConCannon, Marianne, *Ed2*, E.H.; 82 Alban, Dorchester 24
- Conlin, Joan Beverly, *Ed3*, 58 Webster Rd., Milton 86
- Conroy, Mary Diane, *1*, D.H.; 107 West Ave., Darien, Conn.
- Consolatti, Nancy Jean, *NV*, 25 Deaconess Rd., Boston 15; 46 Philip Ave., Westfield
- Consorte, Cecelia Ann, *1*, L.H.; 34 Shelley Ave., Valhalla, N.Y.
- Conway, Geraldine, *B2*, S.H.; 26 Superior, Swampscott
- Conway, Jane Elizabeth, *Ed3*, 30 Wachusett Rd., Needham 92
- Cook, Carol Lane, *B2*, A.H.; 284 High, Medford 55
- Cook, Nancy Elizabeth, *HE3*, E.H.; 284 High, Medford 55
- Cook, Phyllis Elaine, *SS2*, S.H.; 28 Wilson Dr., New Rochelle, N.Y.
- Coon, Barbara Estelle, *S2*, A.H.; 17 Plymouth Rd., Darien, Conn.
- Cooper, Alice Myrtle, *L2*, 14 Porter, Everett 49
- Cooper, Mrs. Katherine Stone, *S4*, 77A Parkman, Brookline 46
- Cope, Barbara, *SS3*, D.H.; 80 William, Portland, Maine
- Copen, Mrs. Linda Kopans, *Ed4*, 257 South, Brookline 46
- Copithorne, Dona Marie, *1*, N.H.; Blue Meadow Rd., Belchertown
- Corman, Mrs. Elizabeth Flaisher, *SS4*, 52 Aberdeen Rd., Weston 93
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- Crout, Barbara Anne, *SS4*, So.H.; 5 Pinewood, Lexington 73
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- Davenport, Carol Ann, *S4*, A.H.; R.F.D. 1, Bangor, Maine



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 Davis, Barbara Ruth, *1*, 88 Columbia, Brookline 46  
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 Deboer, Diane June, *NV*, 283 Longwood Ave., Boston 15; 30 Canton, Randolph  
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 Deeran, Rosemary Ruth, *Pub2*, 5 Trull, Dorchester 25  
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 Devlin, Estelle Mary, *N4*, Mass. General Hosp., Boston 14; 5 Hill, Stoneham 80  
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 Duffin, Catherine Jane, *S4*, 28 Southgate, Dedham  
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 Elmutz, Gunta, *S4*, 27 Boylston, Jamaica Plain 30  
 Elso, Susan Beth, *S4*, 38 Chestnut, Belmont 79  
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 Fairbairn, Ann, *SS3*, 27 Marcia Rd., Watertown 72  
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 Fein, Gail Susan, *B2*, S.H.; 36 Thurlow Ave., Revere 51  
 Feingold, Mrs. Arlene Weiner, *S4*, 23 Gordon, Malden 48  
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 Fischman, Mrs. Jane Vogel, *Ed4*, 65 Park Dr., Boston 15; 95 Chatham, Buffalo 16, N.Y.  
 Fisher, Elaine, *S3*, A.H.; 52 Locust, Winthrop 52  
 Fisher, Elaine Mildred, *Pub2*, D.H.; Mechanic St., E. Douglas  
 Fisher, Mrs. Norma Zabarsky, *SS4*, 27 Englewood Ave., Brookline 46  
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 Frank, Judith Barbara, *Ed2*, S.H.; 14 Gallivan Blvd., Dorchester 24  
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 Freeman, Judith Lee, *S3*, 134 St. Mary's, Boston 15; 136 Parsons, Easthampton  
 Freitas, Lydia Ann, *1*, D.H.; 173 Lowell, Peabody  
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 Gerson, Susan, *1*, M.H.; 252 Summit Ave., Brookline 46  
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 Gillett, Jane Louise, *N4*, Boston Lying-in Hosp., Boston 15; Pond St., Hopkinton  
 Gilman, Ellen Lee, *1*, 14 Nottingham, Newton Centre 59  
 Gilman, Janet Claire, *B3*, 6 Parker, Malden 48  
 Gilman, Maxine Deborah, *1*, S.H.; 168 Manchester, Hartford 12, Conn.  
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- Goldstein, Diane Ruth, *1*, 233 Mason Ter., Brookline 46  
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 Gordon, Donna Lee, *1*, 101 N. Main, Natick  
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 Kane, Patricia Margaret, 1, 68 Granger, Dorchester 22  
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 Meiser, Susan Ellen, *1*, L.H.; 12 Indian Trail, N. Scituate  
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 Millett, Joan Bell, *Ed3*, E.H.; 34 Chestnut, S. Dartmouth  
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 Needham, Edith Louise, *1*, T.H.; 330 Pearl, Gardner  
 Nelson, Cynthia Fraser, *S2*, H.H.; 291 Union, S. Weymouth 90  
 Nelson, Joan Alice, *R3*, 2 Rowe Hill Rd., Stoneham 80  
 Nickerson, Phyllis Ann, *N3*, L.H.; 367 W. Emerson, Melrose 76  
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 Paquette, Jean Marie, *Ed3*, A.H.; 27 Dix, Waltham 54  
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 Parsons, Jonelle Eva, *L4*, N.H.; 34 Lithgow, Winslow, Maine  
 Parsons, Priscilla Claire, *NV*, 283 Longwood Ave., Boston 15; 15 Free, Hingham  
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 Rosenthal, Marlene Rita, *1*, S.H.; 36 Sturgis, Woburn  
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- Sandi, Laura Rosa, *B4*, 764 Mt. Auburn, Watertown 72
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- Scholnick, Shirley Deborah, *SS4*, 37 Westgate Rd., Newton 59
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 Simonovitz, Carol Joan, *N3*, S.H.; 120 Robin Rd., W. Hartford 7, Conn.  
 Simons, Marilyn Barbara, *SS2*, E.H.; 38 Fenno Rd., Newton 59  
 Singer, Janet Edna, 1, A.H.; 143 Sycamore Ter., Glen Rock, N.J.  
 Singer, Rhoda Ann, *SS2*, E.H.; 25 Tumblebrook Lane, W. Hartford, Conn.  
 Skelton, Catherine May, *HE3*, 11 Sears, Burlington  
 Slager, Catherine Linn, *SS3*, S.H.; Box 622, Dickinson, Tex.  
 Slater, Sandra Marjorie, *SS2*, S.H.; 36 Lillibridge Ct., Hamden, Conn.  
 Sloane, Linda Darr, *Ed4*, 121 President's Lane, Quincy 69  
 Slobodkin, Phyllis Ellen, *S2*, M.H.; 200 Eastern Ave., Lynn  
 Slurzberg, Linda Marsha, 1, N.H.; 63 Sherman Pl., Jersey City 7, N.J.  
 Smigliani, Madeline Carole, *N3*, S.H.; 341 Blue Hill Ave., Milton 86  
 Smith, Helen Edith, *B2*, A.H.; 24 Jay, Wethersfield 9, Conn.  
 Smith, Judith, *Ed3*, S.H.; 70 Sampson Pkway., Pittsfield  
 Smith, Linda, 1, T.H.; 27 Ellery Lane, Westport, Conn.  
 Smith, Loraine Frances, *SS3*, 49 Gardner, Arlington 74  
 Smith, Lucy Marie, 1, S.H.; 154 Lowell, Lynnfield Center  
 Smith, Nancy Goodrich, *N3*, H.H.; 42 Flagler Ave., Cheshire, Conn.  
 Smith, Nancy Priscilla, 1, M.H.; 329 Kimball Ave., Westfield, N.J.  
 Smith, Patricia Ann, *S4*, S.H.; 233 Clark Ave., Short Beach, Conn.  
 Smith, Patricia Lee, 1, 2 Greenwood Rd., Natick  
 Smith, Patricia Wilson, *N4*, McLean Hosp., Waverley 79; 88 Leighton Rd., Wellesley 81  
 Smith, Sandra Perry, *NV*, 25 Deaconess Rd., Boston 15; 527 Webster, N. Hanover  
 Smith, Sarah Alice, *Ed2*, 5 Morrison Ave., Wakefield  
 Smolker, Merle Rosalie, 1, N.H.; 96 Naples Rd., Brookline 46  
 Snape, Carolyn Frances, *NV*, 25 Deaconess Rd., Boston 15; 219 E. Pleasant, Amherst  
 Sneedman, Louise Rita, *HE4*, E.H.; 10 Beechwood Rd., Hartsdale, N.Y.  
 Snow, Carolyn Jewett, 1, N.H.; 48 School, W. Chelmsford  
 Snyderman, Susan Linda, 1, D.H.; 186 Low, Newburyport  
 Solander, Nancy Ray, *S2*, D.H.; 508 Amherst Rd., S. Hadley  
 Solera, Ann Teresa, *S3*, L.H.; 57 Chickering, Pittsfield  
 Soltz, Wendy Joan, *Ed4*, N.H.; 170-25 Highland Ave., Jamaica 32, N.Y.  
 Sooper, Barbara Silvia, *Ed3*, 93 Audubon Rd., Milton 87  
 Sooper, Ruth Harriet, *B2*, 48 Lorna Rd., Mattapan 26  
 Spaney, Lucinda Tolles, 1, T.H.; 40 Raymond, Nashua, N.H.  
 Spellman, Carol Irene, *Ed2*, S.H.; 131 Valentine, Fall River  
 Spellman, Ellen Barbara, *SS2*, 15 Bright Rd., Belmont 78

- Sperry, Susan, *SS3, A.H.*; 1182 Main, Leicester  
 Sprafke, Susan Ann, *1, N.H.*; 101 Eaton Ave., Meriden, Conn.  
 Stanley, Barbara Mary, *1, 10 Harvest*, Dorchester 25  
 Stanton, Carolyn Ethel, *S2, 48 Greenwood*, Newton Centre 59; 48 Case Ave., Staten Island 9, N.Y.  
 Staples, Julia Elizabeth, *1, E.H.*; Depot Rd., Eliot, Maine  
 Stark, Harriet Renée, *Ed2, S.H.*; 1371 Olive, Denver 20, Colo.  
 Starr, Barbara Jane, *1, M.H.*; 15 Grovers Ave., Winthrop 52  
 Stasz, Barbara Ann, *1, L.H.*; 334 East, Easthampton  
 Stefanik, Elizabeth Dorothy, *1, A.H.*; 63 Park Ave., Webster  
 Stein, Mrs. Gail Saperstein, *Ed4, 380 The Riverway*, Boston 15  
 Sterling, Doris Elizabeth, *1, S.H.*; 1175 York Ave., New York 21, N.Y.  
 Stern, Mameve Golden, *1, S.H.*; 58 Pearl, Bangor, Maine  
 Stern, Nancy Maureen, *SS4, 15 Thatcher*, Brookline 46  
 Stevens, Anne King, *N4, McLean Hosp.*, Waverley 79; Pitcher's Way, Hyannis  
 Stevenson, Constance Lee, *NV, 25 Deaconess Rd.*, Boston 15; 115 Hollis Ave., Braintree 94  
 Stewart, Jane Alice, *1, A.H.*; Upper Pine St., Peterborough, N.H.  
 Stewart, Jean Elizabeth, *1, S.H.*; 16 Glendale Rd., Quincy 69  
 Stewart, Mrs. Laurel Gale, *SS3, 19 Shepard*, Cambridge 38  
 Stewart, Marilyn, *1, N.H.*; 371 Dover Rd., Westwood  
 Stiles, Naomi Lee, *N4, Mass. General Hosp.*, Boston 14; 625 High, Chester, N.Y.  
 Stoddard, Virginia Isabell, *NV, 283 Longwood Ave.*, Boston 15; 76 Ridgewood Rd., Milton 86  
 Stoller, Maxine, *SS2, D.H.*; 34 Hancock, Malden 48  
 Stone, Margaret Christine, *1, So.H.*; Gardner Rd., Otter River  
 Strickler, Mrs. Elizabeth Flack, *HE2, 219 Park Dr.*, Boston 15  
 Strouse, Jean Ellen, *SS4, M.H.*; 419 Ashbourne Rd., Elkins Park 17, Penna.  
 Strum, Hope Gail, *HE3, S.H.*; 63 Ashton Rd., Yonkers, N.Y.  
 Sturner, Marianne Elizabeth, *L2, N.H.*; 51 Hillside Ave., Darien, Conn.  
 Suchnicki, Elaine Frances, *1, T.H.*; 93 Spring, New Bedford  
 Sudhalter, Evelyn Bernice, *NV, 283 Longwood Ave.*, Boston 15; 64 Metropolitan Ave., Roslindale 31  
 Suher, Barbara Susan, *Ed4, S.H.*; 232 Sumner Ave., Springfield 8  
 Sulcius, MaryAnn Marie, *S2, A.H.*; 99 Hillside Ave., Bridgeport 4, Conn.  
 Sullivan, Helen Louise, *S2, N.H.*; 16 Marian, Burlington, Vt.  
 Sundook, Linda Diane, *B2, 15 Owen*, Mattapan 26  
 Swartz, Brenda Myrna, *1, N.H.*; 9 Saturn Rd., Marblehead  
 Swartz, Mrs. Ruth Gold, *R.N., N IV1, 52 Rangeley Rd.*, W. Newton 65  
 Swasey, Susan Keith, *B4, A.H.*; 55 Ellicott Ave., Batavia, N.Y.  
 Swett, Wilma Stephanie, *L3, S.H.*; 81 Sheffield Rd., Newton 60  
 Swinkin, Phyllis Nora, *L2, S.H.*; 108 Michael, Hamden 14, Conn.  
 Sykes, Wendy Lynn, *1, E.H.*; 7 Peachtree Ct., Pikesville 8, Md.  
 Sylvester, Judith Joan, *1, D.H.*; 20 Wildwood Dr., Westwood  
 Symons, Judith Ann, *S3, M.H.*; 3571 Main Rd., Tiverton, R.I.
- Taft, Priscilla Ann, *B2, S.H.*; 1174 Sussex Rd., W. Englewood, N.J.  
 Talanian, Sandra Elizabeth, *Ed2, 29 Rand*, Malden 48  
 Talbot, Dixie Lee, *SS2, E.H.*; 8 West Ave., Elba, N.Y.  
 Tamaroff, Ruth Faye, *1, D.H.*; 66 Beechwood Rd., Berkeley Hts., N.J.  
 Tancreti, Mrs. Frances Corsetti, *HE4, 11 Naples Ave.*, Woburn  
 Tao, Mrs. Daisy Hsien Jen, *L II, 35 Gorham*, Cambridge 38; 649 E. Capital, Washington 2, D.C.  
 Taubert, Sandra Anne, *NV, 25 Deaconess Rd.*, Boston 15; Main St., Townsend  
 Taylor, Ann Gwendolyn, *HE4, A.H.*; 42 Webster, Needham 94  
 Taylor, Laurinda Mary, *Ed2, A.H.*; 30 Fisher, Westboro  
 Taylor, Lynda Ann, *SS3, A.H.*; 89 Collingsworth Dr., Rochester 25, N.Y.  
 Taylor, Shirley Elizabeth, *N2, A.H.*; 419 Antlers Dr., Rochester 18, N.Y.  
 Teel, Helen Mary, *R.N., N uncl.*, 10 Autumn, Boston 15  
 Teitelbaum, Nina Sarah, *R3, S.H.*; 300 Leila, Johnstown, Penna.



- Teplitz, Mrs. Mary Russo, R.N., *N IV3*, 137 Park Dr., Boston 15  
 Tetrick, Deanne Elizabeth, *1*, T.H.; 2 Ridgeway Rd., Wellesley Hills 81  
 Teveklian, Claire Anne, *SS3*, 57 Bencliffe Cir., Auburndale 66  
 Thayer, Betsey Jean, *NV*, 25 Deaconess Rd., Boston 15; S. Newfane, Vt.  
 Thomas, Elizabeth Louise, *1*, 30 Wellesley Rd., Belmont 78  
 Thompson, Carol Ann, *HE3*, E.H.; 1837 Darbrook Dr., Charlotte 5, N. Car.  
 Thorpe, Linda Carol, *N4*, 329 Longwood Ave., Boston 15; 42 Chester Ave., Medford 55  
 Thrasher, Alice Suzanne, *1*, So.H.; 16 Saxtons River Rd., Bellows Falls, Vt.  
 Thunberg, Lynne Elizabeth, *NV*, 283 Longwood Ave., Boston 15; 15 Andersen Rd., Braintree 85  
 Thurlow, Jane Marie, *NV*, 25 Deaconess Rd., Boston 15; 15 Benton Ave., Winslow, Maine  
 Tinty, Beatrice Ann, *Pub2*, S.H.; 34 Farmington Ave., Plainville, Conn.  
 Tisdell, Helena Ann, *Ed2*, S.H.; 11 Merriwether Rd., Worcester 2  
 Titchell, Arlene Isbell, *Ed4*, M.H.; 199 Somerset Ave., Winthrop 52  
 Titlebaum, Mrs. Hope Pearlman, *N4*, 100 Charles, Boston 14  
 Tobak, Helen Ruth, *B2*, S.H.; 17 Everett, Newport, R.I.  
 Tomany, Marilyn Ann, *S2*, A.H.; 330 Hollow Tree Rd., Darien, Conn.  
 Tonsing, Carol Ellen, *Pub3*, N.H.; 140 Belmont, Weymouth 88  
 Topor, Janice Gloria, *Ed3*, S.H.; 23 James, New Bedford  
 Torto, Diane Josephine, *Pub3*, So.H.; 25 Cherry, Lynn  
 Tower, Elisabeth Ann, *1*, S.H.; 34 Stoneleigh Rd., Bridgeport 4, Conn.  
 Tribe, Janet Barbara, *HE4*, E.H.; 61 Bergen Blvd., Palisades Park, N.J.  
 Trombley, Laurel Bernardine, *HE3*, M.H.; 29 Hemlock Dr., Milton 87  
 Trull, Elizabeth Anne, *B2*, M.H.; 60 Stafford Rd., Lowell  
 Trust, Gail, *R3*, D.H.; 30 Westbourne Rd., Concord, N.H.  
 Tseng, Nancy Yuin-ming, *HE2*, S.H.; 5450 30th N.W., Washington 15, D.C.  
 Tucker, Gwendolyn Hill, *Pub3*, 39 Hutchings, Boston 15  
 Tulloch, Carol Anne, *N2*, A.H.; South St., S. Bethlehem, N.Y.  
 Turboff, Sandra Elaine, *1*, S.H.; 3138 S. McGregor, Houston 21, Tex.  
 Twombly, Linda Ann, *N2*, A.H.; 10 Upland Rd., Essex Jct., Vt.  
 VanDyke, Nancy Jean, *1*, S.H.; 15 Forestdale Rd., Worcester 5  
 VanNest, Anna Kathryn, *Ed3*, M.H.; 159 Park, Montclair, N.J.  
 VanSant, Sandra Ann, *1*, E.H.; 432 N. 22nd, Allentown, Penna.  
 Vaughan, Phyllis Anne, *SS3*, N.H.; 16 Plymouth Dr., Scarsdale, N.Y.  
 Vincent, Donna Gray, *N4*, McLean Hosp., Waverley 79; Main St., Mendon  
 Vincent, Kathryn Adele, *HE2*, D.H.; 1333 Unquowa Rd., Fairfield, Conn.  
 Vines, Nancy Louise, *S2*, D.H.; 21 Cherryfield Dr., W. Hartford 7, Conn.  
 Vogel, Linda Marks, *1*, S.H.; W. Lake Blvd., Mahopac, N.Y.  
 Voss, Judith Sweet, *S4*, L.H.; 107 Oak, Uxbridge  
 Wagner, Carol Ann, *B1*, L.H.; 66 Caswell, New Bedford  
 Waldman, Deanna, *L2*, M.H.; 7047 N. Crossway, Milwaukee, Wisc.  
 Waldman, Dori Clare, *SS2*, M.H.; 51 Beverly Rd., W. Orange, N. J.  
 Waldman, Lynn, *S3*, D.H.; 389 Redondo Rd., Youngstown, Ohio  
 Wall, Charlotte St.Onge, *NV*, 283 Longwood Ave., Boston 15; 38 Keddy Blvd., Fairview  
 Wallace, Marsha Lee, *1*, 43 Ocean Ave., Winthrop 52  
 Wallace, Toby Ann, *S3*, 45 Ocean Ave., Winthrop 52  
 Wallstrom, Gunnel Kristine, *Pub2*, N.H.; 25 Astor Pl., Valley Stream, N.Y.  
 Walowit, Karen Marsha, *1*, A.H.; 204 Lawrence, Mt. Vernon, N.Y.  
 Walter, Carol Ann, *HE4*, E.H.; 2163 Harcourt Dr., Cleveland Hts., Ohio  
 Walton, Joan Merrilee, *1*, D.H.; 218 Landing Rd., Hampton, N.H.  
 Wanetik, Ronna, *1*, S.H.; 1541 Murray Ave., Pittsburgh 17, Penna.  
 Washburn, Dallas Ann, *B2*, L.H.; Pittsburg, N.H.  
 Watrin, Mrs. Dorothea Sinko, *SS4*, 57 Brighton Ave., Allston 34  
 Wayne, Linda, *1*, E.H.; 1633 Roosevelt, Baldwin, N.Y.  
 Weber, Irene Livia, *SS2*, 384 The Riverway, Boston 15  
 Webster, Ann Elizabeth, *S3*, S.H.; 60 S. Pleasant, Randolph, Vt.  
 Wegner, Marcia Helen, *1*, D.H.; 37 Algonquin Rd., Chestnut Hill 67



- Weill, Patricia Gene, *Pub4*, D.H.; 1185 Park Ave., New York 28, N.Y.  
 Weinberger, Janet Ilma, *SS3*, D.H.; 110 Princeton Rd., Chestnut Hill 67  
 Weinberger, Teris, *S3*, 51 Leland Rd., Brookline 67  
 Weiner, Roberta Elaine, *1*, S.H.; 70 Rockaway Ave., Marblehead  
 Weinstein, Helaine Judith, *1*, S.H.; 415 E. 204th, New York 67, N.Y.  
 Weinstein, Linda Ethel, *1*, E.H.; 39 Whitehill Dr., W. Hartford 17, Conn.  
 Weinstock, Judith Gallant, *1*, S.H.; 412 E. Main, Westminster, Md.  
 Weiss, Loretta Ann, *Ed3*, S.H.; 61 Babcock, Brookline 46  
 Weisse, Paula Barbara, *1*, T.H.; 60 Forest Ave., Framingham  
 Welch, Mary Gertrude, *R3*, S.H.; 164 Church, N. Adams  
 Wells, Natalie, *B2*, M.H.; 838 Belmont, Brockton 5  
 Wertheimer, Helen Frances, *N3*, So.H.; 971 Oak Dr., Glencoe, Ill.  
 West, Sandra Ann, *S4*, 31 Newtowne, Cambridge 39  
 Weston, Jeanne Louise, *NV*, 25 Deaconess Rd., Boston 15; 3 Sherman Ave., Northfield, Vt.  
 Weston, Martha Elizabeth, *1*, 142 Gray, Arlington 74  
 Whalen, Mary Elizabeth, *1*, N.H.; 238 Elm, Meriden, Conn.  
 Whicher, Martha Iva, *R.N.*, *NIV3*, 229 Kent, Brookline 46; 19 Gray Lodge Rd., Kittery, Maine  
 White, Gloria Myrl, *SS3*, 388 Warren, Brookline 46; Bedford Rd., Carlisle  
 White, Janis Ann, *1*, S.H.; 36 Sutton Pl., Lawrence, N.Y.  
 White, Myrna Lee, *1*, S.H.; 18 Lynn, Chelsea 50  
 Whittaker, Barbara Anne, *1*, A.H.; 15 5th, Bangor, Maine  
 Wiebel, Madalene Marie, *B3*, S.H.; Bacon Rd., Old Westbury, Long Island, N.Y.  
 Wiener, Irma, *S4*, So.H.; 51 Richmond Ave., Worcester 2  
 Wiener, Merle Marcia, *1*, S.H.; 7 Mansfield Ave., W. Hartford 17, Conn.  
 Williams, Carol Dorothy, *B3*, A.H.; 231 Rockwell, Norwich, Conn.  
 Williams, Elaine Sylvia, *NV*, 25 Deaconess Rd., Boston 15; 17 Ingram Rd., Leicester  
 Williams, Martha Jane, *1*, So.H.; 419 Woodford, Portland, Maine  
 Wilson, Myrna Lee, *R2*, So.H.; 62 Hallwood Ave., Dayton 17, Ohio  
 Wilson, Pamela Jean, *1*, S.H.; 39 Rochester Rd., Newton 58  
 Windsor, Loralee, *Pub2*, So.H.; Raquette River Dr., Tupper Lake, N.Y.  
 Winer, Shoshana Reah, *1*, D.H.; 713 Curve, Chattanooga 5, Tenn.  
 Winter, Donna Eve, *1*, 68 Wellington Hill, Mattapan 26  
 Winter, Susan, *SS4*, M.H.; 8014 N. Lake Dr., Milwaukee 17, Wisc.  
 Wise, Barbara Betsy, *1*, So.H.; 41 Kirkwood Rd., Brighton 35  
 Witze, Andrea Joyce, *1*, A.H.; 5512 Oakmont Ave., Bethesda 14, Md.  
 Wolf, Linda, *S2*, 37 Philbrick Rd., Newton 59  
 Wolff, Barbara Ellen, *Ed3*, S.H.; 395 Riverside Dr., New York 25, N.Y.  
 Wollison, Rebecca Barbara, *1*, S.H.; 208 Plymouth, New Bedford  
 Wong, Julynn Sau Ung, *1*, So.H.; 3033 E. Manoa Rd., Honolulu 14, Hawaii  
 Wood, Caroline Nicols, *N1*, N.H.; Box 830, Big Horn, Wyo.  
 Woodman, Janice May, *N4*, Mass. General Hosp., Boston 14; 15 Johnson Rd., Falmouth, Me.  
 Woods, Alice Mary, *S4*, T.H.; 45 Concord Ave., Milton 86  
 Wright, Pamela Hamilton, *1*, E.H.; 866 Main, Acton  
 Wrigley, Lois Wisner, *1*, A.H.; 93 Grand View Ave., Wollaston 70  
 Wyner, Sandra Rae, *Ed3*, 521 Clinton Rd., Brookline 67

- Yamauchi, June, *L4*, N.H.; 1246 Palolo Ave., Honolulu 16, Hawaii  
 Yates, Margaret Aileen, *HE3*, E.H.; 24 E. 219th, Euclid 23, Ohio  
 Yesley, Louise Sara, *SS4*, D.H.; 8 Whitney Rd., Newtonville 60  
 York, Carol Ann, *1*, H.H.; Box 221, Rangeley, Maine  
 Young, Amy Potter, *B1*, N.H.; 619 Laurel, Longmeadow 6  
 Yule, Patricia Marianne, *1*, H.H.; 200 Rockland, Hingham  
 Yung, Lillian Chi-sien, *HE2*, So.H.; 126 Rua Espanha, Sao Paulo, Brazil

- Zelig, Judith Sara, *L2*, M.H.; 23 Raymond Ave., Salem  
 Zeppenick, Sheila May, *Ed2*, M.H.; 612 Maitland Ave., W. Englewood, N.J.

- Ziegler, Barbara May, SS2, M.H.; Saw Mill River Rd., Yorktown Hts., N.Y.  
Zillman, Ingrid Arlene, 1, 24 University Rd., Brookline 46  
Zilys, Nijole Mary, L3, 56 Thomas Pk., S. Boston 27; 52 Wilson, Hartford 6, Conn.  
Zimmerman, Roberta Fay, Ed3, S.H.; 41 Poplar Ave., Deal, N.J.  
Zuckert, Linda Hope, R II, 54 Cedar Lane Way, Boston 8; 46 Grace Ave., Great Neck,  
N. Y.

# REGISTRATION IN 1959-1960

## *After the Publication of the Register*

- Barnes, Judith Marjorie, R.N., *N IV2*, 166 Lake Shore Dr., Westwood  
 Bliss, Evelyn, *HE uncl.* (B.S.Ed. *State College at Framingham* 1934; S.M. *Simmons* 1951)  
 6-4 Garden Lane, Waltham 54  
 Bowling, Mrs. Donna Weathers, *L II* (A.B. *John Brown Univ.* 1956; L.V.N. *Biola School of Missionary Medicine* 1958) 715 W. University, Siloam Springs, Ark.  
 Brayton, Ann Lyall, R.N., *N uncl.*, 17 Wyndmere Rd., Milton 86  
 Brose, June Alice, R.N., *N uncl.* (B.S. in Nurs. *Indiana Univ.* 1959) R. 1, Lebanon, Ind.  
 Buker, Hilda Rebecca, R.N., *N uncl.*, R. 1, Skowhegan, Maine  
 Byrne, Elizabeth Anne, R.N., *N uncl.*, 45 Oriole, W. Roxbury 32
- Cahill, Mary O'Gorman, *L II* (A.B. *Emmanuel* 1930) 80 The Fenway, Boston 15  
 Carpenter, Mrs. Emily Fay, R.N., *N uncl.*, 11 Cliff, Melrose 76  
 Colarusso, James John, *SW II* (S.B. *Boston Univ.* 1957) 2179 Centre, W. Roxbury 32  
 Collins, Mrs. Barbara Reynolds, R.N., *N uncl.*, 16 Lincoln Ave., Holbrook  
 Comfort, Mrs. Dorothy Ireland, *L uncl.* (S.B. *Boston Univ.* 1927) 87 Highland Ave.,  
 Winchester  
 Cotton, Kenneth Wayne, *L II* (A.B. *Univ. of New Hampshire* 1948; A.M. *Ohio Univ.*  
 1957) Box 71, W. Franklin, N.H.  
 Craig, Ruth Alice, R.N., *N IV2*, 80 Plymouth, Middleboro  
 Curley, Arthur Vincent, *L II* (A.B. *Harvard* 1959) 407A Broadway, Cambridge 38  
 Cussen, Catherine Anne, R.N., *N uncl.*, 16 Stanbro, Readville 37
- Dawson, Marguerite Mary, *L II* (S.B. *Simmons* 1947) 29 Brooklawn Ter., Lynn  
 DeForge, Mrs. Madelyn Kelley, R.N., *N uncl.*, 1050 Hancock, Quincy 69  
 Derderian, Rose, *HE uncl.* (S.B. *Simmons* 1955) 157 Shute, Everett 49  
 Donnelly, Carole, R.N., *N IV4*, 12 Hill, Newburyport  
 Duff, Agnes Eccles, *N uncl.* (A.B. *Radcliffe* 1958) 225 Dickson Ave., Pittsburgh 2, Penna.
- Fagerberg, Doris Lillian, *HE III* (B.S. Ed. *State College at Framingham* 1956) Beacon  
 Hill Rd., Windham, N.H.  
 Ferguson, Malcolm Magoun, *L II* (A.B. *Harvard* 1946) 396 Main, W. Concord  
 Fleischer, Lois Ellen, *Pub2*, 23 Richmond Rd., Newton 58  
 Fossa, Emily Jane, R.N., *N uncl.*, 10 Lothrop, Beverly  
 Fowler, Charles Smith, *L II* (A.B. *Dartmouth* 1937) Academy Rd., Pembroke, N.H.  
 Frimmel, Mrs. Stella Goldman, *L II* (A.B. *Hunter College of the City of New York* 1930)  
 37 Grant Ave., Watertown 72
- Grime, Hazel Eleanor, R.N., *N IV4*, 16 Milford, New Bedford  
 Gustafson, Mrs. Edla Carlson, R.N., *N uncl.*, 102 Granite Pl., Milton 86  
 Guzelian, Nancy Diane, *HE III* (B.F.A. *Massachusetts School of Art* 1952) 43 Heath Hill,  
 Brookline 46
- Harlow, Elizabeth Frances, R.N., *N uncl.* (S.B. *Simmons* 1932) 177 Spring, Shrewsbury  
 Harrington, Elizabeth Rose, *L II*, 229 Peak, Manchester, N.H.  
 Henderson, Anne Marie, R.N., *N uncl.*, 113 W. Third, S. Boston 27  
 Hepburn, Lorraine Fleming, *L II* (A.B. *Wellesley* 1958) Ringwood Rd., Rosemont, Penna.
- Keaveney, Mrs. Josephine Mangio, R.N., *N II*, 76 Oakdale Ave., Dedham  
 Keenan, Diane Catherine, *L II* (A.B. *Boston Univ.* 1958) 5 Woodbine, Waterford, Conn.

Kopycinski, Joseph Valentine, *L II* (S.B., S.M. *Lowell Textile Institute* 1948, 1950) 162 Butman Rd., Lowell

Levine, Mrs. Sylvia Solow, R.N., *N uncl.*, Salem St., N. Wilmington  
 Li, Annie Marina, R.N., *N II* (B.S.N. *Silliman Univ.* 1958) D Flat, 10th Floor, Hyde-Park Mansion, Paterson St., Hong Kong  
 Lightfoot, Barbara Ann, R.N., *N uncl.*, 225 W. Union, E. Bridgewater  
 LoConte, Josephine Irene, *L II* (A.B. *Boston Univ.* 1957) 106 Geneva Ave., Dorchester 21

McGahan, Marcia Louise, R.N., *N IV2*, 92 Riverview Ave., Waltham 54  
 McNulty, Patricia Joan, *L II* (A.B. *Merrimack* 1959) 200 Elm, Andover  
 Martin, Mrs. Rosetta Poaches, *L II* (A.B. *Morgan State* 1953) 86 Harvard Ave., W. Medford 55  
 Martin, Mrs. Selina Baker, *L II* (A.B. *Radcliffe* 1957) 31A Shaler Lane, Cambridge 38  
 Mayer, Mrs. Janet Bury, *SW II* (S.B. *The Saint Lawrence Univ.* 1955) 234 Lakeview Ave., Cambridge 38  
 Murphy, Margaret Mary, *L II* (A.B. *Regis* 1949) 94 Calumet, Roxbury 20

Nastri, Anita Matilda, R.N., *N II* (S.B. *Southern Connecticut State* 1957) 99 Girard Ave., New Haven, Conn.  
 Neilan, Mary Frances, *HE uncl.* (A.B. *Regis* 1956) 33 Grant, Milford  
 Nielsen, Mrs. Diane Pawley, *L II* (A.B. *Emmanuel* 1957) 10 Payne, Quincy 69  
 Nyren, Mrs. Dorothy Smith, *L II* (A.B., A.M. *Boston Univ.* 1951, 1952) 17 Charles River Ter., Newton Hlds. 59

Olson, Neil Bradford, *L II* (A.B. *Tufts Univ.* 1954) 64 Oxford, Cambridge 38  
 O'Neal, Ellis Eldridge, Jr., *L II* (A.B. *Univ. of Richmond* 1946; B.D. *Andover Newton Theological School* 1949) 818 Oak, Norfolk 2, Va.

Pearson, Mrs. Elaine Hampton, R.N., *N uncl.*, 39 Elmore, Roxbury 19  
 Pile, Mrs. Esther Fowler, *L II* (A.B. *Vassar* 1942) 84 Beacon St. Cir., Milton 86  
 Proctor, Mrs. Ethelyn Haslam, *HE uncl.* (B.S.Ed. *State College at Framingham* 1926) 92 Hancock, Lexington 73

Richmond, Mrs. Irene Casali, R.N., *N uncl.*, 10 Kimball Ave., Danvers  
 Rokis, Gloria Ranalda, R.N., *N IV3*, 528 Hyde Park Ave., Roslindale 31  
 Ryder, Patricia Ann, R.N., *N uncl.* (S.B. *Simmons* 1954) 18 Byron, Wakefield

Schlickman, Mrs. Judith Goldstein, *S4*, 123 Irving, Everett 49  
 Sellers, Mary Virginia, R.N., *N uncl.* (S.B. *Boston* 1957) 16 Rice, Brookline 46  
 Sinclair, Sheila Ann, *L II* (A.B. *Emmanuel* 1959) 601 Franklin, Melrose 76

Taussig, Mrs. Marguerite Dorian, *L II* (S.M. *Brown Univ.* 1956) 440 Wayland Ave., Providence 6, R.I.  
 Tobey, Mrs. Eldora Whitten, R.N., *N uncl.*, 1 Howe, Somerville 45

Van Dyke, Florence Theodora, *L II* (A.B. *Duke Univ.* 1957) 31 Phillips Rd., Lynnfield Center

Wilson, Cynthia Jane, *S3*, 16 Libbey, W. Roxbury 32



Wilson, Sandra Gloria, R.N., *N uncl.* (S.B. *Simmons* 1959) 11 Ramapo Rd., Ossining, N.Y.

Worton, Barbara Ruth, *HE uncl.* (B.S.Ed. *State College at Framingham* 1944) 137 Washington Ave., Somerset

Yarymovych, Mrs. Roxolana Abramiuk, *L II* (A.B. *The City College of New York* 1959) 189 W. Wyoming Ave., Melrose 76

## SUMMER COURSES, 1960

- Abelson, Burton Morris, *L* (A.B. *Boston Univ.* 1959) 34 W. Selden, Mattapan 26
- Anderson, Lyle Dale, *Ed* (A.B. *William Penn* 1924; S.M. *The State Univ. of Iowa* 1939) 606 Bayard, Waterloo, Iowa
- Anderson, Mrs. Ruth Davis, *HE* (B.S.Ed. *State College at Framingham* 1957) 36 Thomas Rd., Wellesley 81
- André, James Francis, *Ed* (A.B., Ed.M. *St. Bonaventure Univ.* 1943, 1948) 4 Mile Rd., Allegany, N.Y.
- Aranita, Albert Vince, *Ed* (A.B. *San Francisco State* 1956) 379½ West Ave., Gustine, Calif.
- Atkinson, Hope, *L*, 413 W. Clinton, New Bedford
- Ayotte, Theresa Constance, R.N., N, 11 Strathmore Rd., S. Portland, Maine
- Bandes, Mrs. Joan Korach, *L* (A.B. *Smith* 1939) 14 Bay Vista Dr., Mill Valley, Calif.
- Barry, Mrs. Mary Bodge, R.N., N, 35 Aerial, Arlington 74
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- Shaka, Mrs. Carol Brown, R.N., N (S.B. *Simmons* 1960) Town Farm Rd., Gales Ferry,  
Conn.
- Shako, Ariana, *L* (S.B. *New Haven State Teachers* 1956) 6 Harmony, Danbury, Conn.
- Sheehan, David Thomas, *L* (S.B. *Boston* 1957) 30 Myrtle, W. Roxbury 32
- Shinagel, Mrs. Ann Mitchell, *L* (A.B. *Oberlin* 1956) 108 Oxford, Cambridge 38
- Silver, Burton Barney, *Ed* (A.B. *Upsala* 1951) 1327 Cherry, S. Plainfield, N.J.
- Simoglou, Peter, *L* (A.B. *Harvard* 1956) 25 Berkeley, Watertown 72
- Skarinka, Mrs. Pauline Newcomb, R.N., N, 21 Monroe, N. Abington
- Sleeper, June Ann, R.N., N, 85 Eureka, Fitchburg
- Smith, Mrs. Barbara-Claire Crocker, *L* (A.B. *New York State College for Teachers* 1948)  
245 Sea, N. Weymouth 91
- Smith, Virginia Catherine, *HE* (B.S.Ed. *State College at Framingham* 1956) 40 Maple,  
Marblehead
- Smith, William Howard, *L* (S.B. *Iowa State* 1958) 23 Forsyth, Boston 15
- Snell, Edgar William, Jr., *L* (A.B. *Union* 1951) 61 Garfield, Cambridge 38
- Snow, Mrs. Lillian Farrington, R.N., N, 241 East, Lexington 73
- Snow, Mrs. Thelma Manett, R.N., N, 131 Woodlawn Rd., Burlington, Vt.
- Speakman, Mrs. Dorothy Hayman, *HE* (B.Ed. *Rhode Island College of Education* 1934;  
S.M. *Simmons* 1957) 278 New Meadow Rd., Barrington, R.I.
- Spearin, Jean Mae, *HE* (S.B. *Univ. of Maine* 1955; S.M. *The Univ. of Wisconsin* 1959)  
23 Bennock Rd., Orono, Maine
- Stahl, Mrs. Margaret McDonald, *HE* (B.S. in H.E. *Iowa State* 1930) 215 Everett,  
Wrentham
- Stangle, Jean Annette, *L* (A.B. *Wilmington* 1958) 777 Columbus, Wilmington, Ohio
- Stevens, Eleanor Brayton, *Ed* (A.B. *Vassar* 1922; A.M. *Columbia Univ.* 1937) Foxcroft  
St., Middleburg, Va.
- Stotz, Mrs. Bridie O'Connell, *L*, 10 Bellevue, Dorchester 25
- Stowe, Donald Elvin, *Ed* (A.B. *Kalamazoo* 1956; A.M. *Western Michigan Univ.* 1960)  
923 Egleston Ave., Kalamazoo, Mich.
- Strock, Mrs. Estella Flora, *HE* (B.S. in H.E. Ed. *Iowa State* 1949) 96 Linden Dr., Mason  
City, Iowa
- Struzziero, Anthony Arthur, *Ed* (S.B., Ed.M. *Boston* 1949, 1952) 15 Milano Dr., Saugus
- Stubbs, Harry Clement, *Ed* (S.B. *Harvard* 1943; Ed.M. *Boston Univ.* 1947) 12 Thompson  
Lane, Milton 87
- Sullivan, Richard Gregory, *Ed* (S.B., Ed.M. *Boston* 1953, 1957) 30 Winter, Walpole
- Szymanski, Eugene John, *Ed* (A.B. *Ohio State Univ.* 1954) 305 Elm, Meriden, Conn.
- Taber, Doris Eleanor, *L* (A.B. *Northeastern Univ.* 1954) 221 Pembroke, Kingston
- Talbot, William Joseph, *L* (S.B. *Boston* 1950) 8 Holt, Belmont 79
- Tan, Joo-Een, *L* (B.A. *The Univ. of Sydney* 1959) 8 Eden Grove, Singapore 19, Singapore
- Tanaka, Kazuko, *L* (B.H.E. *Japan Women's Univ.* 1951) 743 Seijomachi, Setagaya-Ku,  
Tokyo, Japan
- Taylor, Lyndon Elmer, *Ed* (A.B. *Whittier* 1957) 166 N. Edenfield Ave., Azusa, Calif.
- Temple, Louise, *HE* (S.B. *Univ. of New Hampshire* 1945) 26 Court, Exeter, N.H.
- Temple, Maurice, *Ed* (S.B. *Northeastern Univ.* 1947; Ed.M. *State College at Boston* 1952)  
27 Woodcliff Rd., Holbrook
- Thurston, Sister Pauline, *HE* (A.B. *Emmanuel* 1947) 56 Havre, E. Boston 28
- Tregaskis, William Jones, *Ed* (B.S. in Ed. *East Stroudsburg State Teachers* 1954) 833  
Scott, Wilkes-Barre, Penna.
- Troy, Mrs. Anna Poplaski, R.N., N, 24 Hillside Ave., Great Barrington
- Troy, Sister Marie St. Catherine, *HE* (A.B. *Emmanuel* 1955) 50 W. Broadway, S.  
Boston 27



# SIMMONS COLLEGE

- Tucker, John Blair, *L* (A.B. *Pomona* 1942; Ed.M. *Boston Univ.* 1951) 8 West, Oxford
- Tuckerman, Mrs. Jean Buck, *L* (A.B. *The Univ. of Wisconsin* 1954) 90 Brattle, Cambridge 38
- Turkki, Mrs. Pirkko Lampo, *HE*, 451 School, Belmont 78
- Veaner, Allen Barnett, *L* (A.B. *Gettysburg* 1949) 74 Walnut, Somerville 43
- Vernon, Mrs. Choris Jenkins, *HE* (B.S.Ed. *State College at Framingham* 1932) River St., Norwell
- Waite, LeRoy Arlington, *Ed* (A.B., S.B. *Geneva* 1954, 1958) 62 Kellar Ave., Rockaway, N.J.
- Walker, Charles Linn, *Ed* (S.B. *The Pennsylvania State Univ.* 1940) R.D. 1, Marion Center, Penna.
- Walker, Mrs. Norma Peden, *HE* (B.S. in H.E. *Indiana State* 1958) R.D. 1, Marion Center, Penna.
- Wallace, Mary Wallbridge, *L* (A.B. *Wellesley* 1957) Lime Kiln Lane, Louisville 7, Ky.
- Warde, William David, *L* (A.B. *Haverford* 1957) 19 Norris Rd., Hyde Park 36
- Watson, Warren Edward, *L* (A.B., A.M. *Boston* 1948, 1950) 137 South Ave., Attleboro
- Wattendorf, Mrs. Mary O'Meara, *L* (A.B., A.M. *Brown Univ.* 1931, 1934) 62 Charles, Auburndale 66
- Wheeler, Genevieve, *HE* (B.S.Ed. *State College at Framingham* 1939) 344 Washington, Haverhill
- White, Ruth Millard, *L* (S.B., A.M. *Columbia Univ.* 1933, 1938) 15 Sherburne Ave., Worcester 6
- Wilkinson, Irene Anne, *L* (A.B. *Brown Univ.* 1949) 69 Mott, Fall River
- Wilkinson, Marilyn Ruth, R.N., N, 31 Loring Ave., Auburn, Maine
- Willcox, Mrs. Cynthia Barbour, *L* (A.B. *Ripon* 1947) S. Egremont
- Wilson, George Grafton, II, *Ed* (A.B. *Harvard* 1952) Grafton, Vt.
- Wing, Mrs. Doris Packard, R.N., N, 22 Summit Rd., Needham 92
- Winograd, Mrs. Elaine Bates, *L* (A.B. *Radcliffe* 1958) 15 Melvin Ave., Brighton
- Winters, Wilma Ellsworth, *L* (B.S. in Ed., A.M. *Boston Univ.* 1943, 1950) 23 Marvin Ave., Franklin
- Wood, Mrs. Lena Long, R.N., N, 7232 4th Ave. N., St. Petersburg 10, Fla.
- Woodbury, Mrs. Nellie Farnsworth, R.N., N, R.F.D. 1, Cumberland Center, Maine
- Woods, Mrs. Lois Ferguson, *HE* (S.B. *Michigan State* 1940) 1209 Beacon, Brookline 46
- Wooldridge, Vera Jean, *HE* (S.B. *The North Dakota Agricultural* 1941) 67 Hancock, Boston 14
- Wright, Peter Burum, Jr., *Ed* (S.B. *Newberry* 1949; A.M. *Peabody* 1952) 290 Valencia Dr., Bartow, Fla.
- Wroblewski, Bernard Edgar, *Ed* (B.S. in Ed. *Clarion State Teachers* 1958) 1925 Ridge Ave., New Kensington, Penna.
- Yim, Mrs. Setsuko Sugimoto, *L* (A.B. *Univ. of Washington* 1956) 35 Carville Ave., Lexington 73
- Yoon, Soo Won, *L* (B.L. *Seoul National Univ.* 1958) 280 Tabsimbindong, Seoul, Korea
- Zimmerman, Mrs. Mary Madden, *L* (B.S.Ed. *State College at Framingham* 1946) 84 Fairbank, Brighton 35
- Zuber, Mrs. Doris Strandberg, *HE* (S.B. *The Pennsylvania State* 1946) 43 Butler, Cranston 9, R.I.

# ENROLLMENT, 1960-1961 TABULAR STATEMENT BY PROGRAMS

UNDERGRADUATE STUDENTS										GRADUATE STUDENTS								Grand Total	
School	I First year	I Second year	I Third year	I Fourth year	II	IV	V	VI	Uncl.	Total	I Fourth year	II	III	IV	V	VI	Uncl.	Total	Grand Total
Pub	354*	30	22	18						354								1	354
L	5	12	6	10	3					75		148					2	150	76
SS	5	44	54	42						31									181
Ed	1	41	34	34						145									145
SW										110									110
B	6	36	22	25					2	2		91						91	93
R	2	18	12	12	1					89		1						1	90
S	5	59	33	45	1					45				2					45
HE		21	13	27						143	1						2	5	148
N	5	18	20	41	2	18	106	1	16	61		1	14		1	3	1	16	77
										227								6	233
	383	279	216	254	7	18	106	1	18	1282	1	241	14	2	1	3	8	270	1552

Total number in attendance on regular courses

Registrations in 1959-1960 after the publication of the Register  
Students in summer classes, 1960

1552  
69  
298  
1919  
94  
1825

Deduct names inserted twice

Total number of names registered†

\*In general program for first-year class.

†This does not include 7 students who withdrew before November 1.

# GEOGRAPHICAL DISTRIBUTION OF STUDENTS

## REGULAR SESSION, 1960-1961

Arizona	1	Tennessee	2
Arkansas	2	Texas	4
California	3	Utah	1
Colorado	4	Vermont	28
Connecticut	152	Virginia	6
District of Columbia	2	Washington	4
Florida	4	West Virginia	3
Georgia	2	Wisconsin	5
Hawaii	4	Wyoming	2
Illinois	5		
Iowa	2		
Kentucky	2	Brazil	1
Maine	49	Canada	4
Maryland	16	China	4
Massachusetts	795	Cuba	1
Michigan	8	England	1
Minnesota	5	France	1
Missouri	2	Haiti	1
Montana	1	Holland	1
Nebraska	2	Hong Kong	2
New Hampshire	48	India	1
New Jersey	64	Japan	3
New York	184	Korea	1
North Carolina	2	Lebanon	2
Ohio	22	Netherlands Antilles	1
Oregon	1	Philippines	3
Pennsylvania	40	Puerto Rico	1
Rhode Island	41	Singapore	1
South Carolina	1	Switzerland	1
South Dakota	2	Syria	1

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1552

## SUMMER SESSION, 1960

Alabama	1	New York	9
Arkansas	1	North Carolina	1
California	4	Ohio	2
Connecticut	23	Oklahoma	1
Delaware	2	Pennsylvania	8
Florida	3	Rhode Island	6
Illinois	1	South Dakota	1
Iowa	3	Vermont	5
Kentucky	1	Virginia	3
Maine	19	Wisconsin	1
Maryland	1		
Massachusetts	169	Canada	5
Michigan	2	Japan	2
Missouri	1	Korea	1
New Hampshire	15	Philippines	1
New Jersey	5	Singapore	1

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298

## STUDENT OFFICERS FOR 1960-1961

### STUDENT GOVERNMENT COUNCIL

*President*, Maxine P. Lavine

*First Vice-President*, Betty Fox

*Second Vice-President*, Lois H. Berman

*Secretary*, Roberta L. Lubarsky

*Treasurer*, Carole M. Occhiato

*Chairman of Honor Board*, Beryl D. Olson

*Chairman of N.S.A.*, Linda J. Bloom

*Chairman of Social Activities Committee*, Ila M. Schmidt

*Class Representatives:*

1961. Katherine G. Norris

1962. Beverly A. Gray

1963. Susan L. Kelfer

1964. Karen C. Davis

### CLASS PRESIDENTS

1961. Sandra R. Abrams

1962. Mary E. Kelligrew

1963. Myrna L. Wilson

1964. Barbara A. Whittaker

## ORGANIZATION HEADS

*Academy*, Judith F. Domina

*Anne Strong Club*, Carol L. Rhody

*Athletic Association*, Gail E. Parks

*Christian Association*, Barbara L. McGaw

*Christian Science Organization*, Rosalind A. Reeves

*Evangeline H. Morris Club*, Susan Ivok

*FAD*, Susan E. House

*Forum*, Irma Wiener

*French Club*, Laura R. Sandi

*Glee Club*, Marilyn I. Radbord

*Hillel*, Phyllis E. Gouse

*Home Economics Club*, Marjorie S. Gustafson

*International Relations Club*, Mary Ellen Chadwick

*Inter-Varsity Christian Fellowship*, Beverly R. Cornelius

*Microcosm*, Gaila P. Keith

*Modern Dance*, Judith G. Banker

*Newman Club*, Janet M. DeVyllder

*Orthodox Club*, Eras Revelas

*Outing Club*, Linda J. Jaffee

*Physical Therapy Club*, Janet J. Herideen

*Poster Committee*, Judith L. Edelstein

*Prince Club*, Jane E. Morgan

*Simmons News*, Patricia G. Weill

*Social Relations Committee*, Doris Hershfield

*Sock and Buskin*, Gladysann S. Rahiser



## ACTIVE *ACADEMY* MEMBERS

Helena R. Adolph  
Avis R. Cohen  
Katherine S. Cooper  
Barbara B. DeFruscio  
Judith F. Domina  
Janet L. Duff  
June F. Harrigan

Carol W. Homiller  
Jeanne A. Kindy  
Sandra L. MacIver  
Lois L. Merrill  
Shirley D. Scholnick  
Wendy J. Soltz  
Janet B. Tribe

Carol A. Walter









